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ABSTRACT

Twenty social studies units present an in-depth investigation of Nigerian geography, culture, history, and government. The guide is intended for use by elementary and secondary classroom teachers as they develop and implement educational programs on Nigeria. Providing general background information, the first two units focus on African geography and stereotypes about African ethnic groups, climatic regions, population distribution, and natural resources. Other units concentrate on Nigerian culture, daily life, political linkages with the United States, food, costumes, currency, and court system. For each unit, information is presented on the scope of the topic, objectives, teaching materials, teacher preparation, and activities. Students are involved in filling in blanks, class discussions, map and globe work, group projects, recall exercises, reading assignments, writing exercises, library research, defining vocabulary, and analyzing slides and filmstrips dealing with Nigerian customs. The document can also be used as a model for developing teaching resource units on other nations. (DB)

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NIGERIA: TEACHING RESOURCE UNITS FOR USE IN AMERICAN ELEMENTARY AND SECONDARY SCHOOLS

by

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July, 1978

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INTRODUCTION

The ideas behind the development of these teaching resource units emanated from the teachers in East Lansing, Michigan, public schools. They thought it would be appropriate, after having a general survey of Africa, to study Nigeria in depth.

These resource units are developed for use at various grade levels of American elementary and secondary schools, with the initial interest coming from the middle schools. Undergraduate students in American colleges and universities, may find the units useful as background materials for the development of a project or the writing of a paper about Nigeria. The general American community may also find the units useful to strengthen its understanding of Nigeria.

I would like to express here that I accept responsibility for any errors of omission or commission that may occur in any of the units. The responsibility for such likely errors is not that of the African Studies Center, Michigan State University, East Lansing, Michigan. I hope the units will serve as stepping stones to an in-depth study of some of the other countries of Africa. Thank you very much.

J.A. Akinola

Michigan State University
July, 1978

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ACKNOWLEDGMENTS

My deepest gratitude, sincere thanks, and appreciation, are expressed to the following:

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The various publishers who gave the African Studies Center permission to use some of their materials not only to develop this project, but also to complement its teaching materials.

To all others who in one way or another have made this project a success.

J.A. Akinola

Michigan State University
July, 1978

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GEOGRAPHY OF AFRICA

The Location, Size, and the Nations of Africa

Unit I (a)

Subject Matter:

a) The location of the continent of Africa, in relation to the other continents of the world.

b) The size of Africa, in comparison with the size of other continents.

c) The nations of Africa: i) independent ones and their flags; and ii) the ones that are not yet independent.

Objectives:

To introduce the students to the geography of Africa, by making them aware of the following: a) the geographical location of Africa, in relation to the location of other continents and some of the other countries of the world; b) the geographical size of Africa, in relation to the size of other continents and some of the other countries of the world; and c) the nations of Africa, both independent ones and their flags, and the ones that are yet to be independent.

Teaching Materials:

a) A most current world map, showing the continents and

the countries.

b) A most recent wall map of Africa, showing the countries -- published by the George F. Cram Company, Inc., Indianapolis, Indiana.

c) Transparency map of Africa, "Africa Today," #1, by Hicks, E. Perry, and Beyer, Barry K., showing the countires of Africa.

d) A compiled list of "African Countries, Capitals, and Heads of State," prepared by Marylee Wiley, African Studies Center, Michigan State University, East Lansing, Michigan, 48824, October 1977. The section on the "Country" only is to be dealt with. The list is regularly updated, and for an updated list, contact Marylee Wiley.

e) The flags of independent countries of Africa. Miniature copies of these may be used. Also, a chart showing the "Flags of the United Nations," may be used. Both the miniature copies of the flags and the said chart are available at the African Studies Center, Michigan State University, East Lansing, Mi. 48824. Please, a country's flag may change at any time. Take note of this.

f) An overhead projector.

Teacher Preparation: Teacher must do the following before his presentation of the lesson to the students.

a) Study the locations of the following continents of the world - Africa, Europe, Asia, North America, South America, and Australia. Compare their loca-

tions to one another. For example: i) some parts of Asia lie north, north-east and east of Africa; ii) Europe lies north of Africa; iii) Australia lies southeast of Africa; iv) some parts of South America lie west, and south-west of Africa; while v) North America lies north-west of Africa.

b) Know what the "longitude" and "latitude" mean geographically.

c) Know the boundaries of Africa, the other continents, and be able to compare and contrast those boundaries with one another. For example: i) Africa is bounded on the east and south-east by the Indian Ocean; ii) on the north-east by the Red Sea; iii) on the north by the Mediterranean Sea; iv) on the west and north-west by the Atlantic Ocean (North Atlantic Ocean); and v) on the south and south-west by the Atlantic Ocean (South Atlantic Ocean).

d) Study the size of Africa, and compare its size with the size of other continents. For example: i) Africa is almost three times the size of the United States; ii) about the size of the United States, Western Europe, India and China combined. Africa's mainland covers an area of about 11 3/4 million square miles. From its most westernly part to its most easternly part breadthwise, the distance is about 4,600 miles. Whereas the distance from New York City, the most easternly part of the United States, to San Francisco, the most westernly part of the United States, is about 2,600 miles.

e) Study the countries of Africa, their geographical locations to one another, and also their size in relation to one another.

f) Must know the African countries that have gained their independence, and the non-independent ones.

g) Must be well familiar with the flags of the African independent countries, compare and contrast their designs, and possibly research into the meanings and/or interpretations of some of them.

NAME_____

STUDENT ACTIVITY

Unit I (a)

1. How would you explain the geographical location of Africa, in relation to the United States? e.g. south-east; north-west; east; and west of United States.

   _____.

2. Africa is of: a) the same size; b) about the same size; c) thrice the size; d) twice the size; e) 1/3 of the size of the United States. _____.
3. Which latitude almost divides Africa in halves, north and south? _____.
4. Which longitude almost divides Africa into halves, east and west? _____.
5. The two tropics which lie north and south of the equator are known respectively as _____ and _____.
6. Of the countries of West Africa which lie along the coast, which one is the largest? _____.
7. Name two of the countries in East Africa. (a) _____ and (b) _____.
8. Name two of the countries in South Africa. (a) _____ and (b) _____.
9. Name two of the countries in North Africa. (a) _____ and (b) _____ .
10. Name two countries in Central Africa. (a) _____ and (b) _____.

11. Name one country in North-eastern Africa. (a) _____ and (b) _____.
12. Name two countries in North-western Africa. (a) _____ and (b) _____.
13. What is the design of the flag of Nigeria? _____.
14. What is the design of the flag of Zaire? _____.
15. What is the design of the flag of Ethiopia? _____.

GEOGRAPHY OF AFRICA

The Major and Capital Cities of Africa

Unit I (b)

Subject Matter:

Some of the major and the capital cities of Africa.

Objectives:

Students' knowledge about Africa is shallow. Some students do not even possess any knowledge about Africa, other than a cluster of jungles and animals. By teaching the students the major cities of Africa, they (the students) will realize that like their own continent and/or country, Africa, too, has metropolitan cities. That many of these African metropolitan cities are important as cultural, educational, political, religious, economic, and commercial centers.

Teaching Materials:

a) Transparency map of Africa, #8, "Selected Cities," by Hicks, E. Perry, and Beyer, Barry K.

b) Any most recent wall map of Africa showing the countries, with their capitals and metropolitan cities. For example, the most recent wall map of Africa by George F. Cram Company, Inc., Indianapolis, Indiana,

may be found useful.

c) A compiled list of "African Countries, Capitals and Heads of State," prepared by Marylee Wiley, African Studies Center, Michigan State University, East Lansing, Michigan, 48824, October 1977.

d) Any available picture-prints on the capital and metropolitan cities of some of the countries in Africa.

e) An overhead projector.

Teacher Preparation: Teacher must prepare himself well before his presentation of the lesson to the students as follows.

a) Study the countries of Africa, their major cities, and capitals. To determine this, put the transparency map of Africa, #8, "Selected Cities," by Hicks and Beyer, on the transparency map of Africa, #1, "Africa Today," also by the same authors. For example, this technique will reveal to you that for Nigeria, "Ibadan" and "Kano" are two of its major cities, and that "Lagos" is its capital city. That for the country of Egypt, "Cairo" is its capital city. And, that for Central African Republic, "Bangui" is its capital city.

b) Also, study carefully African countries and their capitals on the list "African Countries, Capitals and Heads of State," prepared by Marylee Wiley.

c) Study carefully African countries, their major cities and their capitals on a most current wall map of Africa showing the countries, major cities and their

capitals.

d) Any available picture prints on the metropolitan and capital cities of Africa, such as the UNESCO Geography of Africa Series, should be studied. These are available at the African Studies Educational Resource Center, Michigan State University, East Lansing, Michigan.

NAME _____

STUDENT ACTIVITY

Unit I (b)

A. In some groups of about four or five, let the students place the Hick's and Beyer's map of Africa, "Selected Cities," #8, over the same authors' map of Africa, "Africa Today," #1, to relate the cities to the countries to which they (the cities) belong.

B. Without looking at the maps, ask the students individually to name the following: i) some of the capital cities of Africa; ii) some of the metropolitan cities (besides the capitals) of Africa; and iii) some of the countries of Africa.

GEOGRAPHY OF AFRICA

The Major Ethnic Groups of Africa

Unit I (c)

Subject Matter:

The major ethnic groups of Africa.

Objectives:

To many students, people are people. Many students do not even know that although people of the same continent, country, and/or state may speak the same language, they may be of various ethnic groups, having very different cultural, traditional and ethnic backgrounds. To many students, the continent of Africa is a jungle full of animals. By teaching the students about the peoples of Africa, they (the students) will know that Africa contains many major ethnic groups who have different cultural backgrounds, and also speak different languages. However, some of them (the ethnic groups) may have a common language for educational and/or commercial purposes, for example, Nigeria, which has English language as her Lingua Franca.

Teaching Materials:

a) Transparency map of Africa, #9, "Selected Peoples,"

by Hicks, E. Perry, and Beyer, Barry K.

b) An overhead projector.

Teacher Preparation: Teacher must prepare himself well before his presentation of the lesson to the students as follows.

Study the countries of Africa, and the major ethnic groups of each of them. To determine this, put the transparency map of Africa, #9, "Selected Peoples," by Hicks and Beyer, on the transparency map of Africa, #1, "Africa Today," also by the same authors. By using this method, one will see that for the country of Nigeria, the major ethnic groups are the "Yoruba," "Hausa," "Ibo" and "Fulani." The Yoruba are in the west, Hausa in the north, Ibo in the east, and Fulani in the north-east. That for the country of Zaire, the major ethnic groups are the "Azande," "Mbuti," "Mongo," "Tutsi," "Suku," "Kongo," "Luanda," and "Luba." That Azande and Mbuti are in the north, Mongo in the north-west, Nyoro cuts across the border of Uganda in the north-east, Tutsi across the border of Rwanda Burundi in the east, Kongo and Suku in the south-westernly part, Luba in the south and south-east, and Luanda cuts across the border of Angola in the south.

NAME _____

STUDENT ACTIVITY

Unit I (c)

A. In some groups of about four of five students, place the Hicks and Beyer's map of Africa, "Selected Peoples," #9, over the map of Africa, "Africa Today," #1, to relate the ethnic groups to the countries to which (the ethnic groups) belong.

B. Also, in the same manner as in (A) above, let the students place the same authors map of Africa, "Selected Peoples," #9, over the map of Africa, "Selected Cities," #8, to relate the ethnic groups to the cities' areas to which they (the ethnic groups) belong.

C. Without looking at the map, let the students name some of the ethnic groups of Africa.

GEOGRAPHY OF AFRICA

Climatic Regions of Africa

Unit I (d)

Subject Matter:

Climatic regions of Africa.

Objectives:

By teaching the students the climate of Africa, they will not only know the climatic regions of Africa, but also will understand the effects climate has on: i) the ways of life of African people; ii) the vegetation of Africa; and iii) the soil of Africa. They will also understand how the climatic regions of Africa are different from, and/or similar to their country's or continents's climatic regions.

Teaching Materials:

a) Transparency map of Africa, #6, "Climate Regions," by Hicks, E. Perry, and Beyer, Barry K.
b) Map of United States showing the climatic regions.
c) An overhead projector.

Teacher Preparation: Teacher should read any available standard geography book on the climatic regions of Africa, noting the climatic features about each region as follows:

1. Tropical rainforest
2. Tropical savanna
3. Tropical savanna highlands
4. Semiarid steppe
5. Desert
6. Subtropical
7. Mediterranean
8. Highlands

b) Teacher should read any available standard geography textbook on the United State, dealing with "Climate Regions," and take note of the geographical features of each climatic region.

c) Teacher must be able to compare and contrast the climatic types of Africa with the climatic types of the United States.

d) From your reading of the recommended textbook on Africa, take note of how each climatic type affects the ways of life of African people.

NAME _____

STUDENT ACTIVITY

Unit I (d)

A. In groups of four or five, let the students put the transparency map of Africa, #8, "Selected Cities," by Hicks, E. Perry, and Beyer, Barry K., on the same authors' transparency map of Africa, #6, "Climate Region." Let the students name the capital and metropolitan cities in each of the climatic regions.

B. Let them name the climatic region which has no metropolitan cities in it, and explain some of the geographical reasons this is so.

C. In the same format as in (A) above, let the students put the transparency map of Africa, #9, "Selected Peoples," by the same authors as in (A) above, on the authors' transparency map of Africa, #8, "Climate Regions." Ask the pupils to mention the major ethnic groups in each of the climatic regions.

GEOGRAPHY OF AFRICA

The Vegetation of Africa

Unit I (e)

Subject Matter:

The vegetation of Africa.

Objectives:

By teaching the students the vegetation of Africa, they will not only know the types of vegetation in Africa, but also they will understand: i) how the vegetation are influenced by the climate; ii) how the ways of life of African people are influenced by the vegetation; iii) how African soils are affected by the vegetation; iv) how the soils and vegetation of Africa are similar to and/or different from their own country's or continent's soils and vegetation; and v) how their country's or continent's soils and vegetation affect their country's or continent's peoples way of life.

Teaching Materials:

a) Transparency map of Africa, #5, "Vegetation," by Hicks, E. Perry, and Beyer, Barry, K.

b) Any available standard geography textbook on the

vegetation of Africa.

c) A map of the United States showing vegetation.

d) An overhead projector.

Teacher Preparation:

a) Teacher should read the geography textbook on the vegetation of Africa, and note the following geographical features about each type of vegetation as follows:

1. Tropical Rainforest
2. Grass and Scrub
3. Short Grass and Thornforest
4. Desert, Scrub and Wasteland
5. Tall Grass
6. Dry Scrub Forest
7. Mediterranean Scrub Forest
8. Highland Grass and Forest

b) Teacher should read any available standard geography textbook on the United States, dealing with "vegetation," and take note of the geographical features of each vegetation type.

c) Teacher must be able to compare and contrast the vegetation types of Africa with the vegetation types of the United States.

d) From your reading of the geography textbook on Africa, take note of how each vegetation type affects the ways of life of African people.

NAME _____

STUDENT ACTIVITY

Unit I (e)

A. In groups of four or five, let the students put Hicks and Beyer's map of Africa, #5, "Vegetation," on the authors' map of Africa, #6, "Climate Regions." Ask the students to name the types of vegetation that are found in each of the climatic regions.

B. Let them say some of the reasons why each type of vegetation is found in the climatic region where it is.

C. Ask the students some of the geographical characteristic features of each type of vegetation and climate.

GEOGRAPHY OF AFRICA

Present Population Distribution in Africa

Unit I (f)

Subject Matter:

Present population distribution in Africa.

Objectives:

By teaching the students the distribution of population today in Africa, they will know: i) how population is distributed in Africa; ii) the factors which are responsible for the distribution; and iii) how distribution of population is similar to and/or different from population distribution in the United States.

Teaching Materials:

a) Transparency map of Africa, #10, "Population Distribution Today," by Hicks, E. Perry, and Beyer, Barry K.
b) Transparency maps of Africa, #1, "Africa Today," and #8, "Selected Cities," by the same authors as above.
c) Transparency maps of Africa, #6, "Climatic Regions," and #5, "Vegetation," by the same authors as above.
d) Maps of the United States showing i) population distribution; ii) elevation above sea level; iii) metropolitan and capital cities; and iv) average annual

rainfall.

e) An overhead projector.

Teacher Preparation: Teacher must prepare himself as follows before presenting the lesson to the students.

a) Know the following areas of Africa that are thickly populated: i) Along the Atlantic Coast of West Africa such countries as - Senegal, Gambia, Guinea Bissau, Guinea, Sierra Leone, Liberia, Ivory Coast, Ghana, Togo, Republic of Benin, Nigeria, and Upper Volta; ii) the valleys of rivers Niger and Benue in West Africa; iii) along the Mediterranean coast of North Africa, such as - Morocco, Tunisia, Algeria, and Libya; iv) other countries such as - the Cameroon, Zaire, Angola, Central African Republic, Ethiopia, Uganda, Kenya, Rwanda, Burundi, and Tanzania; v) along the south-eastern coast of Africa, in such countries as - Malawi, Zimbabwe, Mozambique, Swaziland, Lesotho, and South Africa; vi) the Malagasy Republic; vii) along the valley of rivers - Senegal, Gambia, Volta, Nile, Zaire (Congo), Zambesi and Limpopo; viii) along Lakes Chad, Tana, Rudolph, Victoria, Tanganyika and Malawi.

b) The sparsely populated areas such countries as Libya, Algeria, Western Sahara, Mauritania, Mali, Niger, Egypt, (excluding the Nile Valley), Chad, Sudan, Somalia, Namibia and Botswana.

c) The large areas of the Sahara, Kalahari, and Namib deserts, which are very sparsely populated.

d) The factors influencing a thick population such as: i) fertile river and lake valleys for agricultural purposes for the production of food crops; ii) good vegetation and soil for agricultural purposes for the production of food crops; iii) sufficient rainfall for the production of food crops; iv) cool climate of the plateaus and mountainous areas; v) areas where jobs may be easy to get; and vi) metropolitan and capital cities which serve as the seat of government, educational centers, cultural centers, social centers, and industrial and commercial centers.

e) The factors influencing a sparse population such as: i) desert areas which are not good for agricultural purposes for the production of food crops, which lack availability of sufficient water, and which are very hot for human habitation; ii) sandy and infertile river and lake valleys which are not good for agricultural purposes for the production of food crops; iv) areas where there are no jobs; v) areas with poor and unhealthy climate; and vi) small towns and villages which do not serve as the seat of government, educational centers, cultural centers, social centers, and industrial and commercial centers.

NAME_____

STUDENT ACTIVITY

1. Name five countries in Africa which are thickly populated.

   a) _____ d) _____

   b) _____ e) _____

   c) _____

2. Name five countries in Africa which are sparsely populated.

   a) _____ d) _____

   b) _____ e) _____

   c) _____

3. Five capitals or metropolitan cities in Africa I could mention which are thickly populated are:

   a) _____ d) _____

   b) _____ e) _____

   c) _____

4. The five factors I know influencing population distribution in Africa are:

   a) _____ d) _____

   b) _____ e) _____

   c) _____

GEOGRAPHY OF AFRICA

Elevation

Unit I (g)

Subject Matter:

Elevation

Objectives:

By teaching the students elevation above sea level in Africa today, they will know: i) the highlands and lowlands; ii) the geographical influence elevation has on climate, rainfall, vegetation, and ways of life of the people; and iii) how African elevation is similar to, and/or different from elevation above sea level in the United States.

Teaching Materials:

a) Transparency map of Africa, #2, "Elevation Above Sea Level," by Hicks, E. Perry, and Beyer, Barry K.
b) Transparency maps of Africa, #1, "Africa Today," and #8, "Selected Cities," by the same authors above.
c) Transparency maps of Africa, #6, "Climatic Regions," and #5, "Vegetation," by the same authors above.
d) A Map of the United States showing distribution of elevation above sea level.

e) An overhead projector.

Teacher Preparation: Teacher must prepare himself as follows before presenting the lesson to the students.

a) Know the distribution of elevation above sea level in Africa, that is the lowland and highland areas. For example, along the coasts of Africa, the land rises from 0-600 feet. As one goes inland, elevation increases from 600-3,000 feet, while in some parts, elevation is from 3,000-5,000 feet, 5,000-10,000 feet, and over.

b) The teacher should be well familiar with the geographical locations of the following on the map of Africa: i) mountains such as - the Great Atlas (13,664 ft.); High Plateaux (7,333 ft.); Guinea highlands; Ahagar Mts. (9,573 ft.); Tibesti (11,204 ft.); Cameroon Highlands; Mt. Cameroon (13,350 ft.); Marra Mts. (10,131 ft.); Ethiopian Highlands; Mt. Ruwensori (16, 795 ft.); Drakensburg Mts., and Madagascar Highlands; ii) the Great Rift Valley and iii) the East Rift Valley.

c) Know the distribution of elevation above sea level in the United States, that is the lowland and highland areas, and be able to compare and contrast them with the distribution of elevation above sea level in Africa.

NAME _____

STUDENT ACTIVITY

Unit I (g)

Circle the correct answer,

A. The elevation above sea level of most of the coastline of Africa is between:

a) 3,000' - 5,000'
b) Over 10,000'
c) 0 - 600'
d) 600' - 3,000'
e) 5,000' -10,000'

B. Name five mountains in Africa.

a) _____
b) _____
c) _____
d) _____
e) _____

GEOGRAPHY OF AFRICA

Average Annual Rainfall

Unit I (h)

Subject Matter:

Average annual rainfall in Africa.

Objectives:

By teaching the students the average annual rainfall in Africa today, they will know: i) the distribution of average annual rainfall; ii) the climatic regions of the average annual rainfall; iii) the vegetational regions of the average annual rainfall; iv) the geographical factors influencing the average annual rainfall; v) the effects of the average annual rainfall on the economic and social activities, and the ways of life of people; and vi) how the average annual rainfall is similar to, and/or different from the average annual rainfall in the United States.

Teaching Materials:

a) Transparency map of Africa, #4, "Average Annual Rainfall," by Hicks, E. Perry, and Beyer, Barry K.

b) Transparency maps of Africa, #1, "Africa Today, " and #8, "Selected Cities," by the same authors above.

c) Transparency maps of Africa, #6, "Climatic Regions,"

and #5, "Vegetation," by the same authors above.

d) Maps of the United States showing: i) population distribution; ii) elevation above sea level; iii) metropolitan and capital cities; and iv) average annual rainfall.

e) An overhead projector.

Teacher Preparation: Teacher must prepare himself as follows before presenting the lesson to the students.

a) Teacher should be well familiar with the distribution of annual rainfall in Africa. For example, average annual rainfall in the desert areas of Sahara, Namib and Kalahari, is under 10 inches. Such areas include parts of the following: Western Sahara, Algeria, Libya, Egypt, Mauritania, Mali, Niger, Northern Chad, Northern Sudan, the Horn of Africa, Namibia, and western South Africa. Whereas in other parts of Africa, average annual rainfall ranges between over 10 inches to 100 inches and above. For example, some parts of Guinea Bissau, Guinea, Ivory Coast, Ghana, Nigeria, Cameroon, Gabon, Republic of Congo, Zaire, Central African Republic, Angola, and Malagasy Republic have between 60-80 inches. Some areas in Guinea Bissau, Guinea, Sierra Leone, Liberia, south, south-easternly part of Nigeria, Cameroon and Equatorial Guinea, have well above 100 inches of average annual rainfall.

b) Teacher must know the effects vegetation, rivers and lakes, elevation, and climate have on rainfall, and its distribution.

NAME _____

STUDENT ACTIVITY

Unit I (h)

A. Two countries in Africa where the average annual rainfall is under 10 inches are:

a) _____ _____ b) _____

B. Answer "Yes" or "No" to the following.

a) Much of the area of the countries in the Sahara Desert of Africa has well over 100 inches of average annual rainfall. _____

b) Some parts of the Cameroon country in Africa have over 100 inches of average annual rainfall. _____

c) The most influencing factor of average annual rainfall in Africa, is the climate. _____

d) In Nigeria and Zaire, there is no area in which average annual rainfall is under 10 inches. _____

e) One of the factors besides climate which also influences average annual rainfall is _____.

GEOGRAPHY OF AFRICA

Selected Agricultural Products of Africa

Unit I (i)

Subject Matter:

Selected agricultural products of Africa.

Objectives:

By teaching the students the selected agricultural products of Africa, they will know: i) the most important agricultural products of Africa; and ii) the use to which the products are put.

Teaching Materials:

a) Transparency maps of Africa, #7, "Selected Products," by Hicks, E. Perry, and Beyer, Barry K.
b) A current wall map of the United States showing the important agricultural products.
c) An overhead projector.

Teacher Preparation: Teacher must prepare himself as follows before presenting the lesson to the students.

a) Know that the following are the chief agricultural products of Africa: cocoa, coffee, cattle, rubber, tea,

cotton, groundnuts (peanuts), citrus fruits such as oranges, etc., lumber, coarse fibers, and palm products.

b) Know the following chief areas of production of the agricultural products.

Cocoa: Ghana, Ivory Coast, Nigeria, part of the Republic of Benin, Cameroon, and Gabon.

Coffee: Guinea, Ivory Coast, Ghana, a little area of Togo, Cameroon, Central African Republic, Zaire, Angola, Ethiopia, Uganda, Kenya, Rwanda, Tanzania and Malagasy.

Cattle: Mauritania, Northern Nigeria, Chad, Libya, Ethiopia, Somalia, Namibia, Botswana, and South Africa.

Rubber: South-eastern Nigeria, Liberia, and Zaire.

Tea: Libya, Kenya, Tunisia, and Malawi.

Cotton: Upper Volta, Northern Nigeria, Chad, Central African Republic, Egypt, Sudan, Ethiopia, Somalia, Uganda, Kenya, Zaire, Angola, Zambia, Tanzania, Malawi, and Swaziland.

Groundnuts (Peanuts): Gambia, Mali, Upper Volta, Niger, Libya, Chad, Central African Republic, Sudan Republic of Congo, and Tanzania.

Citrus Fruits: Morocco, Algeria, Somalia, Lesotho, Transkei, and South Africa.

Lumber: Nigeria, Gabon, Republic of Congo, Sudan and Zaire.

Coarse Fibers: Kenya, Tanzania, Malawi and Angola.

Palm Products: Guinea, Nigeria, Cameroon, Republic of Congo, Zaire and Mozambique.

c) Know the chief uses of the agricultural products as follows:

Cocoa: chocolate, cocoa drinks, and other cocoa products.

Coffee: all the various coffee products such as Nescafe coffee.

Cattle: beef, bones, hides and skins, etc.

Rubber: rubber products such as tires, tubes, rubber balls, etc.

Tea: the various tea products

Cotton: cotton wool, threads, and cotton seeds from which oil is extracted

Groundnuts (Peanuts): groundnut products such as butter (peanut butter), etc.

Citrus Fruits: all the various citrus fruit drinks such as orange juice, lemon juice, grape fruit drink, etc.

Lumber: timber products used in building construction

Coarse Fibers: twine and string products

Oil Palms: for palm products such as red oil, palm kernels, palm kernel oil, brooms, and palm branches used for the weaving of baskets.

NAME _____

STUDENT ACTIVITY

Unit I (i)

1. Mention five of the chief agricultural products of Africa.

   a) _____ d) _____

   b) _____ e) _____

   c) _____

2. Name one country each in Africa of the chief production of the following:

   a) Cocoa: _____

   b) Palm Products: _____

   c) Cattle: _____

   d) Lumber: _____

   e) Rubber: _____

3. Name one use each to which each of the following products is put.

   a) Cocoa: _____

   b) Coffee: _____

   c) Rubber: _____

   d) Tea: _____

   e) Lumber: _____

GEOGRAPHY OF AFRICA

Selected Mineral Products of Africa

Unit I (j)

Subject Matter:

Selected mineral products of Africa

Objectives:

By teaching the students the selected mineral products of Africa, they will know: i) the most important mineral products of Africa; ii) the use to which the minerals products are put; iii) whether or not they too have such mineral products in their country or continent; and iv) the importance of the mineral products in international trade.

Teaching Materials:

a) Transparency map of Africa, #7, "Selected Products," by Hicks, E. Perry, and Beyer, Barry K.
b) A current wall map of the United States showing the important mineral products.
c) An overhead projector.

Teacher Preparation: Teacher must prepare himself as follows before presenting the lesson to the students.

a) Know that the following are the chief mineral products of Africa: iron, gold, diamonds, oil, uranium, coal, copper, bauxite, and phosphates, chromite, lead, and tin.

b) Know the following chief areas of production of the mineral products.

Iron: Morocco, Tunisia, Mauritania, Mali, Guinea, Liberia, Tanzania, and South Africa.

Gold: Algeria, Ghana, Sudan, Zimbabwe, and South Africa.

Diamonds: Ghana, Angola, Namibia, Botswana and South Africa.

Oil: Algeria, Nigeria, Egypt, Libya, and Angola.

Uranium: Zaire and South Africa.

Coal: Ivory Coast, Nigeria, Central African Republic, Cameroon, Zaire, Sudan, Uganda, Angola and Zambia.

Copper: Zaire, Zambia, Namibia, Zimbabwe and South Africa.

Bauxite: Ghana, Central African Republic and Mozambique.

Phosphates: Morocco, Algeria, Tunisia, Western Sahara, Egypt, Senegal and South Africa.

Chromite: Sierra Leone and Zimbabwe.

Lead: Republic of Congo, Zambia and Namibia.

Tin: Zaire.

c) Know the chief uses of the mineral products as follows:

Iron Ore: various iron and steel products

Gold: gold products such as chains, necklaces, bangles, earrings, etc.

Diamonds: diamond products such as diamond rings

Oil: petrol, and for the production of energy, etc.

Uranium: used in power plants and atom bombs

Coal: for the production of energy

Copper: for the production of copper products such as copper wire, copper plates, and coins, etc.

Bauxite: used for aluminum products

Phosphates: used for phosphate products such as fertilizers

Chromite: used for chromite products such as ones used in the manufacture of cars, and for chromite liquids used for the cleaning of chromes of cars

Lead: used for lead framing for panes in windows, lead pencils, bullets, and type metal used to separate lines of type of printing

Tin: tin products such as cans, etc.

NAME _____

STUDENT ACTIVITY

Unit I (j)

1. Five of the chief mineral products of Africa are:

a) _____ d) _____

b) _____ e) _____

c) _____

2. In Africa:

a) Gold is mined at _____.

b) Coal is produced in _____.

c) Diamonds are mined at _____.

d) Copper is produced in _____.

e) Oil is produced in _____.

N.B: Name one country each for the above.

GEOGRAPHY OF AFRICA

Selected Navigable Waterways

Unit I (k)

Subject Matter:

Selected navigable waterways of Africa

Objectives:

By teaching the students the selected navigable waterways in Africa, they will know: i) the important rivers and lakes of Africa; ii) the uses, local and national, to which those rivers and lakes are put as far as inland communication is concerned; and iii) the food resources that may be derived from those rivers and lakes.

Teaching Materials:

a) A current wall map of the United States showing the important navigable waterways.
b) Transparency map of Africa, #3, "Rivers and Lakes," by Hicks and Beyer.
c) An overhead projector.

Teacher Preparation: Teacher must prepare himself as follows before presenting the lesson to the students.

a) Know that the folloing are the chief rivers and lakes of Africa.

   Rivers: Senegal, Gambia, Volta, Niger, Benue, Zaire, Nile, Zambezi, Orange and Limpopo.

   Lakes: Chad, Tana, Rudolph, Victoria, Nyaza, and Tanganyika.

b) Know the uses to which the rivers and lakes are put such as: i) transporting people and goods in canoes, motor boats and ferries from one city, town and village to another, which are located along the river banks; ii) transporting people and goods in canoes, motor boats and ferries across the river from one bank to the other bank; iii) for the production of dams for the generation of electricity (for example, the Kainji Dam on River Niger); and iv) using the fertile sections of the banks of the valleys for agricultural purposes.

c) Know the food resources that may be derived from the rivers and lakes such as: i) water snails; ii) water animals; iii) water birds; iv) fish; v) lobsters; and vi) scrabs.

NAME _____

STUDENT ACTIVITY

Unit I (k)

1. Name five of the rivers of Africa you know.

   a) _____ d) _____

   b) _____ e) _____

   c) _____

2. Mention five of the lakes of Africa you know.

   a) _____ d) _____

   b) _____ e) _____

   c) _____

3. Name five important uses of rivers and/or lakes.

   a) _____

   b) _____

   c) _____

   d) _____

   e) _____

4. Name five of the food resources that may be derived from African rivers and lakes.

   a) _____ d) _____

   b) _____ e) _____

   c) _____

STEREOTYPES ABOUT AFRICA

Unit 2 (a)

Subject Matter:

Some of the stereotypes we have about Africa, and the examination of them.

Stereotypes: a) That Africa is a jungle.

b) That Africa is full of wild animals and snakes, such as the elephant, giraffes, tigers, lions, monkeys and boas.

c) That Africa is full of villages and huts, rather than towns and cities.

Objectives:

a) To teach the students that Africa is not a jungle. By teaching them, they will know that: i) Africa, like other continents of the world has different types of forests such as the tropical rainforest, grass and scrub, short grass and thorn forest, desert scrub and wasteland, tall grass, dry scrub forest, mediterranean scrub forest, and highland grass and forest; and ii) Africa is a continent of many countries, beautiful cities and towns.

b) To teach the students that Africa should not be de-

picted as a continent which is full of wild animals. By teaching them, they will know that: i) Africa, like some of the other continents of the world, has its own wild animals which are either killed for food, or kept in zoos and game parks; ii) if one wants to observe wild animals, birds, and snakes, etc., one will have to go to the zoos or game parks; iii) it is a completely wrong picture of Africa to say that if one walks on the street, one will be attacked by wild animals; iv) it is an incorrect stereotype that Africa is a jungle full of wild animals; v) apart from going to the zoos or game parks to observe the wild animals, they (wild animals) also could be seen in the forests and savannahs where they are hunted; and vi) Africa, like the other continents of the world is a continent of many countries.

c) To teach the students that Africa is not full of straw and/or thatched grass roof huts. By teaching them, they will know that: i) Africa is a continent of many beautiful and magnificent houses and buildings, built of solid mud, bricks, blocks and cement, many of them roofed with corrugated iron sheets, and both the inside and outside walls painted with different kinds of colorful paints; and ii) many of the big and small cities, towns and villages look essentially the same as many of the cities, towns and villages in other continents of the world.

Teaching Materials:

a) Beyer, Barry K. and Hicks, E. Perry. Images of Africa: A Report on What American Secondary School Students Know and Believe About Africa South of the Sahara. Washington, D.C., U.S.A.: U.S. Department of Health, Education and Welfare, Office of Education, Fall, 1968.

b) _____. Project Africa, Final Report. A Social Studies Curriculum Project to Develop and Test Instructional Materials, Teaching Guides and Content Units on the History and Culture of Sub-Saharan Africa for Use at Selected Grade Levels in Secondary Schools. Washington, D.C., U.S.A.: U.S. Department of Health, Education and Welfare, June, 1970.

c) _____. Transparency of "Stimulus Terms Placed In Africa by 25% Or More of Seventh and Twelfth Grade Students," derived from Images of Africa by the same author.

d) British Airways, South African Airways. Caravan Africa, 1976-77. U.S.A.: Caravan Tours Inc., 1975.

e) African Lion Safari and Game Farm Ltd. African Lion Safari. Rockton, Ontario, Canada: African Safari and Game Ltd., no date. There is a series of this publication.

f) Sabena, Belgian World Airlines. African Maupintour, 1976/1977. U.S.A.: Maupintour, Inc. 1975.

g) Travel Corporation of America. Travcoa. U.S.A.: Travel Corporation of Africa, 1974.

h) Four Winds Travel, Inc. Four Winds - Africa. U.S.A.: Four Winds Travel, Inc., 1976.

i) Percival Tours inc. Escorted Tours of AFRICA 1976. U.S.A.: Percival Tours Inc., 1976.

j) Travel Corporation of America. AFRICA and North Africa. U.S.A.: Travel Corporation of America, 1974.

k) The Stroh Brewery Co. Tribal Customs in Northern Nigeria (If you want to belong to this tribe, imbibe). Detroit, Michigan, U.S.A.: The Stroh Brewery Co., no date.

l) Bailey, Bernadine. RHODESIA in Pictures. New York, U.S.A.: Sterling Publishing Co., 1974.

m) Rich, Evelyn Jones, "Mind Your Language." A Paper Reprinted from AFRICA REPORT, September - October, 1974. New York: School Services Division of Africa - American Institute.

n) Martin, David. "No Gentleness in Giant Amin of Uganda." Wisconsin State Journal. Madison, Wisconsin, U.S.A.: Wisconsin State Journal, Thursday August 12, 1976, pages 1 and 2.

o) Rand McNally and Company. Westermann Pictorial Maps--"Africa," Set of 3, Order No. 116-12219-6, Cultural Map, Nature Map, and Economic Map. Chicago, Illinois, U.S.A.: Rand McNally and Company, School Map and Globe Department, Ordering Information Sheet, no date.

p) The Christian and Missionary Alliance. "The Witch Doctor Trembled as He Ran His Bony Hands Through His Hair." Africa -- Zaire. New York, U.S.A.: The Chris-

tian and Missionary Alliance, a leaflet of information, no date.

q) The New York Times, "It's a Jungle Out There." New York, U.S.A.: The New York Times, Friday, May 7, 1976.

r) Tarzan Lord of the Jungle Series. There are many in the series.

s) Tono and Kono the Jungle Twins Series.

t) Any other materials the teacher is well aware of that depicts or shows stereotypes of Africa. These may be in the form of cuttings from newspapers, magazines, books, etc.

Teacher Preparation: Teacher must do the following before his presentation of the lesson to the students.

a) Read, study, and/or examine thoroughly all the materials listed under "Teaching Materials" above.

b) Take notice of the following facts. That anything depicting Africa in any of the above materials as "jungle," "wild animals," "full of only villages and huts," are stereotypes.

STEREOTYPES ABOUT AFRICA

Unit 2 (b)

Subject Matter:

Some of the stereotypes we have about Africa, and the examination of them.

Objectives:

To teach the students about Africa and its people.

Teaching Materials:

All of the materials under "Teaching Materials" section, for Unit 2 (a) are to be used.

Teacher Preparation: Teacher must do the following before his presentation of the lesson to the students.

a) Read, study, and/or examine thoroughly all the materials listed under "Teaching Materials" above.

b) Take notice of the following facts: that anything in teaching materials which depict Africa as "jungle," "wild animals," "huts," "witch doctors," "cannibals," "superstitious," "primitive," "strange," "dirty," "backward and underdeveloped," "savages," "do human sacrifice," "go about naked," and "have no history," are stereotypes.

NAME _____

STUDENT ACTIVITY

Unit 2 (a) and (b)

Now you have studied some of the wrong ideas we have about Africa and its peoples. You have known that many of our ideas about Africa are completely wrong. From the list of words below, circle the ones which best describe your perception of Africa and its peoples.

cannibals
civilized
naked
dressed
superstitious
some superstition
illiterate
literate
rich
poor
a mixture of rich and poor
no history
have history
eat their food raw
cook their food
all pygmies
some pygmies
no hospitals
no schools
have schools
no colleges and universities
have colleges and universities
no airports
have airports
wild animals roam the streets
wild animals are kept in zoos
no automobiles
have automobiles
no airplanes
have airplanes
totally jungle
vegetation of different types
all witch doctors
some witch doctors
no hotels
have hotels

have hospitals

no restaurants

have restaurants

have television

no television

wear shoes

do not wear shoes

have refrigerators

do not have refrigerators

all black people

black and white

dirty

clean

have radio

no radio

have stereos

do not have stereos

all huts

cities, towns and villages

GEOGRAPHY OF NIGERIA

The Location, Size, Political Divisions

and Major Cities of Nigeria

Unit 3 (a)

Subject Matter:

a) The location of Nigeria in relation to the location of some of the other nations of Africa.

b) The size of Nigeria in comparison with the size of some of the other nations of Africa.

c) The major political divisions of Nigeria (19 states).

d) The selected major cities of Nigeria.

Objectives:

To teach the students the geographical location of Nigeria, the size of Nigeria, the major political divisions of Nigeria and the selected major cities of Nigeria. By teaching the students the above, they will know: a) the geographical location of Nigeria; b) be able to compare and contrast Nigeria's geographical location to the geographical locations of some of the other countries in Africa, and the world; c) the size of Nigeria, and be able to compare and contrast Nigeria's size with the size of some of the other countries in

Africa, and the world; d) the political divisions of Nigeria into 19 states; and e) the selected major cities of Nigeria.

Teaching Materials:

a) A current world map showing the continents and the countries.

b) A current wall map of Africa showing the countries.

c) Transparency map of Nigeria showing the major political divisions of Nigeria into 19 states.

d) Any available picture prints and/or post cards that show sections of the major cities of Nigeria.

e) Transparency map of Nigeria showing the selected major cities of Nigeria.

f) Transparency map of Africa, "Africa Today," #1, by Hicks, E. Perry, and Beyer, Barry K., showing the countries of Africa.

g) Any newspaper, magazine, and book cuttings that deal with any of the above subject matters.

h) Teaching aid: "Nigeria at a Glance."

Teacher Preparation: Teacher should prepare himself as follows before he presents the lesson to the students.

a) Know the facts in "Nigeria at a Glance," relating to: i) location; ii) area; iii) population; iv) religion; v) government and machinery of government; vi) education; vii) economy such as -- gross domestic product, growth rate, agriculture, industry, natural resources, currency and development plan (1975-80);

and viii) climate. For example:

LOCATION: west coast of Africa; one of West African countries; bounded on the south by the Gulf of Guinea and on the landward sides by Cameroon, Chad, Niger and Benin (formerly Dahomey).

AREA: 356,669 square miles.

SIZE: About the size of Texas and Oklahoma combined.

b) Know the major political divisions of Nigeria into 19 states. These are:

1. Lagos State
2. Ogun State
3. Oyo State
4. Ondo State
5. Kwara State
6. Bendel State
7. Benue State
8. Gongola State
9. Anambra State
10. Imo State
11. Cross Rivers State
12. Rivers State
13. Sokoto State
14. Niger State
15. Kaduna State
16. Kano State
17. Bauchi State
18. Plateau State
19. Borno State

c) Know the locations of the selected major cities of Nigeria on the wall map of Nigeria, or a transparency map. The following cities are selected and recommended for study:

1. Lagos
2. Ibadan
3. Abẹokuta
4. Ife
5. Osogbo
6. Ilọrin
7. Benin City
8. Warri
9. Lọkọja

10. Oyo	19. Yola	28. Nguru
11. Ọndo	20. Onitsha	29. Maiduguri
12. Jebba	21. Abakaliki	30. Kontagora
13. Aba	22. Gboko	31. Katsina
14. Makurdi	23. Sokoto	32. Bauchi
15. Enugu	24. Kano	33. Gombe
16. Nsukka	25. Kaduna	34. Baro
17. Calabar	26. Jos	35. Potiskum
18. Port Harcourt	27. Zaria	36. Kaura Namoda

d) Study the geographical location of Nigeria, in relation to the geographical locations of some of the other countries of Africa.

NAME _____

STUDENT ACTIVITY

Unit 3 (a)

Answer the following questions.

1. How would you describe the geographical location of Nigeria?

2. Which country lies north of Nigeria?
3. Which country lies east of Nigeria?
4. Which country lies west of Nigeria?
5. How is Nigeria bounded on the south?
6. How would you describe the size of Nigeria?
7. What is the area of Nigeria in square miles?
8. What is the population of Nigeria?
9. Nigeria is divided into how many States?
10. Name five of the political states in Nigeria.
11. What is the capital city of Nigeria?
12. Name five of the cities in Nigeria.

GEOGRAPHY OF NIGERIA

The Climate and Rainfall of Nigeria

Unit 3 (b)

Subject Matter:

a) The climate of Nigeria

b) Mean annual rainfall of Nigeria

Objectives:

a) To teach the students the climate of Nigeria, in order for them to know and understand the effects climate has on the ways of life of Nigerians.

b) To teach the students the mean annual rainfall of Nigeria, in order for them to know and understand the effects rainfall has on the ways of life of Nigerians.

Teaching Materials:

a) A current wall map of Nigeria showing climate.

b) A current wall map of Nigeria showing the mean annual rainfall.

c) Transparency map of Nigeria showing the mean annual rainfall.

d) Teaching aid: "The Climate of Nigeria."

Teacher Preparation: Teacher should prepare himself as follows before his presentation of the lesson to the students.

a) Read thoroughly the teaching aid: "The Climate of Nigeria."

b) Study carefully the transparency map of Nigeria showing the mean annual rainfall.

c) Take note of the following important facts regarding the climate and the rainfall of Nigeria.

Climate: Tropical climate

Seasons: Two seasons - the rainy season, and the dry season. Dry season extends from November to March or April in the north, and from December to February in the south. Rainy season extends from April to October.

NOTE: There is a period known as the "harmattan." This is the period when there is a strong, hot, dry and dust - laden wind, which blows out of the Sahara Desert. The period extends from about mid-November to December or January.

Temperature: Temperature is relatively high throughout the year. For example, in the north, temperature may reach 43 degrees C (109 degrees F) in the daytime, and can rapidly drop at night. In the south, temperature may average 29 degrees C (84.2 degrees F).

Rainfall: This varies from 150 inches on the Eastern Coast to 25 inches in the extreme north.

NAME _____

STUDENT ACTIVITY

Unit 3 (b)

Answer the following questions.

1. How would you describe the climate of Nigeria? _____

   _____

   _____

2. Nigeria has two geographical seasons. They are: a) ____ _____ and b) _____

3. The _____ season in Nigeria starts in the north from about November to March or April, while in the south it starts from December to February.

4. The _____ season in Nigeria starts from April to October.

5. In Nigeria, from about mid-November to December or January, there is a strong, hot, dry, dust-laden wind which blows from the Sahara desert. This wind is known as the _____.

6. How would you describe the temperature of Nigeria?

7. The average annual rainfall in Nigeria varies from _____ inches on the eastern coast to about _____ inches or less in the extreme north.

N.B.: Choose one of the answers in brackets to fill in the blank spaces.

8. In the northern parts of Nigeria, temperatures may reach _____ (43 degrees C: 29 degrees C) in the daytime, while

in the southern parts, it may reach _____(43 degrees C: 29 degrees C).

GEOGRAPHY OF NIGERIA

The Vegetation of Nigeria

Unit 3 (c)

Subject Matter:

The vegetation of Nigeria.

Objectives:

To teach the students the various vegetation types of Nigeria. By teaching them they will know: a) the importance of the vegetation to the economy of Nigeria; b) how vegetation affects ways of life of Nigerians; and c) how Nigerian vegetation are either similar to, or different from their own country's vegetation.

Teaching Materials:

a) A current wall map of Nigeria showing vegetation.

b) A transparency map of Nigeria showing vegetation.

c) A wall map of the United States showing vegetation.

d) Teaching aid: "The Vegetation of Nigeria."

Teacher Preparation: Teacher should do the following before his presentation of the lesson to the students.

a) Read the Teaching aid: "The Vegetation of Nigeria."

In reading it, he must take note of the following:

Mangrove Swamp Forest and Fresh Water Swamp Forest: Swampy belt of land; area covers Niger Delta and lagoon coast; here rainfall exceeds 100 inches; in some places the swampy land extends for about 60 miles inland; area contains innumerable islands, creeks and streams; full of coconut and rafia palms; palm trees are also common here; Niger Delta, now a major site of numerous petroleum fields; full of toads, frogs, river turtles, water snakes, crocodiles, hippopotamus, manatee, birds like sandpipers, herons, and whimbrels; larger city settlements of this area include Lagos, Calabar and Port Harcourt; among the chief products got from a palm tree are palm wine, palm kernels, brooms and red oil; rafia palm supplies "rafia" brooms and palm wine too; coconut palm supplies coconut and coconut oil.

Rain Forest: This is the type of vegetation which foreign visitors to Africa usually refer to as the "jungle" and area of dense undergrowth, thickly forested with tall trees and heavy foliage; some trees here grow as tall as 100 feet; trees here include iroko, mahogany, sapele, and obeche which provide hardwood timber; rainfall here averages 60 inches to 80 inches; rubber and palm trees are grown here; cocoa trees are heavily planted in the Western section of this forest; Kola (cola) trees are heavily planted too; cocoa supplies chocolate and Kola nuts supply

"coca cola" drinks; among the animals here are - lizards, monkeys, chimpanzees, squirrels, chameleons, and bats; among the birds are hawks, hornbills and grey parrot; dangerous insects and poisonous snakes abound; nowadays, cultivation for the planting of economic crops such as palm trees, cocoa, and kola-nut trees, has reduced greatly the virgin nature of this forest; among the chief cities of this forest area are Ibadan and Benin City.

Guinea Savanna: Woodland forest mixed with tall grasses and shrubs, deciduous trees of about 40 feet high; yearly burning of bush is common here to hunt for animals, or prepare land for the growing of crops; the area occupies about two-fifths of Nigeria, and harbors about one-fifth of her population; even though this area is sparsely populated, the Jos plateau area of the forest stands out as an exception; the Jos plateau, a grassland area, harbors a thick population, which provides the needed manpower not only for the rearing of cattle, but also for the mining of minerals such as tin ore; Jos plateau rises to over 6,000 feet, with a cool climate; among the cities of this forest are Ilorin, Markudi, Enugu, Jos and Kontagora.

Sudan Savanna: Features large areas of short grasslands and shrub, with scattered trees; one of the most productive forests in Nigeria; productive in

that the forest produces such trees as the locust bean, shea-butter, kapok, baobab trees and dum palms; good for the production of groundnuts (peanuts), cotton and tobacco; also good for the abundant production of maize, millet and sorghum; animals such as the hyena, antelopes, leopard, gazelles, rats, hares, hedgehogs and monkeys are found there; birds such as the vultures, cattle egrets, parrots, and cranes are found there; among the chief cities of the forest area are Kano, Sokoto, Yola, Maiduguri and Potiskum.

Sahel Savanna: The characteristic features here are low wiry grasses with thorny trees and bushes; rainfall is usually less than 20 inches per year; this small patch of vegetation fringes the most northeasternly part of Nigeria and Lake Chad; good for some farming and rearing of animals; at times there are crop failures and water shortages.

Mountain Grassland: A small patch of mountain grassland area.

NAME _____

STUDENT ACTIVITY

Unit 3 (c)

Answer the following questions.

1. What is the average annual rainfall in the mangrove swamp forest of Nigeria?
2. Name two of the major palm trees which are common in the mangrove swamp forest of Nigeria.
3. Name two of the major products which are got from a palm tree.
4. Name two products which could be got from a rafia palm tree.
5. What is the name of the tree which supplies coconut oil?
6. What is the name of the tree in Nigeria which supplies red oil?
7. Name two of the chief cities in the mangrove forest area of Nigeria.
8. Answer "Yes" or "No" to the following statements.
   a) Visitors to Africa usually refer to the rain forest as the "jungle."
   b) In the rain forest of Nigeria, there are tall trees as high as 100 feet.
   c) In the rain forest of Nigeria, the average annual rainfall does not exceed 60 inches.
   d) Kola nuts from Nigeria are used to make Coca-Cola drinks.

e) Cocoa beans from Nigeria are used to make cocoa and chocolate products and drinks.

9. How would you describe the guinea savanna forest of Nigeria?
   As a woodland area mixed with tall grasses and shrubs; OR
   As a forest full of thickly intertwined undergrowth and tall trees with heavy foliage.
10. How would you describe the Sudan savanna forest of Nigeria?
   As a woodland area mixed with tall grasses and shrubs; OR
   As a forest of short grasslands and shrub, with scattered trees.
11. Name two of the agricultural products of the Sudan savanna forest of Nigeria.
12. Name two of the chief cities in the Sudan savanna forest of Nigeria.
13. Name two of the birds that may be found in the Sudan savanna forest of Nigeria.
14. What is the average annual rainfall in the Sahel savanna forest area of Nigeria?
15. What can you say about the similarities and/or dissimilarities in the forest types of your country, and Nigeria?

GEOGRAPHY OF NIGERIA

The Agricultural Products of Nigeria

Unit 3 (d)

Subject Matter:

The agricultural products of Nigeria.

Objectives:

To teach the students about the agricultural products of Nigeria.

Teaching Materials:

a) A current wall map of Nigeria showing the agricultural products.

b) Transparency map of Nigeria entitled "The Agricultural Products of Nigeria."

c) Teaching aid: "The Agricultural and Mineral Products of Nigeria."

d) Photographs with the following captions from: Carpenter, Allan. Enchantment of Africa - NIGERIA. Chicago, U.S.A.: Childrens Press, Chicago, 1978.

i) "Nigeria is the world's largest producer of rubber. Its rubber trees supply the world with the basic material for thousands of dif-

ferent products" (p. 73).

ii) "Three of Nigeria's major agricultural products are cocoa, palm kernels, which are used for their oil, and groundnuts" (p. 72).

iii). "Workers at an Ibadan sawmill convert huge trees into lumber that will find many uses in countries around the world" (p. 53).

e) Photographs with the following captions from: Dunbar, Ernest. NIGERIA. New York: Franklin Watts, Inc., 1974.

i) "Cocoa beans, one of Nigeria's major crops, grow in pods, are removed from their pods, and are then spread out on mats to dry in the sun" (p. 65).

ii) "Lyre-horned cattle are herded in Enugu, East-Central State" (p. 61).

iii) "Cocoa pods on cocoa trees" (p. 64).

Teacher Preparation: Teacher must do the following before his presentation of the lesson to the students.

a) Study carefully the following: i) a wall map of Nigeria showing the agricultural products; ii) transparency map of Nigeria showing the agricultural products.

b) Read through carefully the teaching aid mentioned above.

c) In studying the maps, and also in reading through the scripts, must take note of the following proc

ducts and their chief areas of production.

Agricultural Products:

cocoa	plantains
oil palms	bananas
groundnuts (peanuts)	millet
timber	yams
benniseed	guinea corn
cassava	maize
cotton	cattle
rubber	goats
tobacco	sheep
rice	lamb
sugar cane	kola nuts

d) Know the chief uses of the agricultural products as follows:

cocoa: chocolate, cocoa drinks, and other cocoa products

oil palms: palm oil, palm kernels, palm wine

groundnuts (peanuts): groundnut products such as groundnut butter (peanut butter), etc.

cotton: cotton wool, threads and cotton seeds from which oil is extracted

rubber: rubber products such as tires, rubber balls, tubes, etc.

tobacco: tobacco products such as cigarettes, cigars, etc.

rice: for food products

sugar cane: sugar, etc.

plantains: plantain products such as plantain

	flour, etc.
bananas:	banana products such as cereals, etc.
timber:	timber products used in building construction, etc.
cassava:	cassava flour, etc.
yams:	yam flour, etc.
maize:	maize flour, etc.
cattle:	beef, bones, hides and skins.
goats:	meat, bones, hides and skins.
sheep:	wool, meat, bones, hides and skins.
lamb:	wool, meat, bones, hides and skins.
kola nuts:	coco cola drinks, etc.

NAME _____ _____

STUDENT ACTIVITY

Unit 3 (d)

Answer the following questions.

1. Name 5 agricultural products of Nigeria.

   a) _____ _____ __ d) _____

   b) _____ _____ e) _____ _____ ___

   c) _____ _

2. What is the name for "peanut" in Nigeria? _____

3. Name two agricultural products of Nigeria which your country does not produce.

   a) _____ _____ ___ b) _____

4. Kola nuts which are one of the agricultural products of Nigeria, are used to make _____.

GEOGRAPHY OF NIGERIA

The Mineral Products of Nigeria

Unit 3 (e)

Subject Matter:

The mineral products of Nigeria.

Objectives:

To teach the students the mineral products of Nigeria.

Teaching Materials:

a) A current wall map of Nigeria showing the mineral products.

b) Transparency map of Nigeria entitled "The Mineral Products of Nigeria."

c) Teaching aid: "Natural Resources of Nigeria."

d) Teaching aid: "The Agricultural and Mineral Products of Nigeria." (See Unit 3d.)

e) An overhead projector.

f) A photograph with the following caption from: Carpenter, Allan. Enchantment of Africa - NIGERIA. Chicago, U.S.A.: Children Press, Chicago, 1978.

"Petroleum is truly 'liquid gold' to Nigeria. Its discovery has provided a tremendous boost to the country's economy" (p. 70).

Teacher Preparation: Teacher must do the following before his presentation of the lesson to the students:

a) Study carefully the following: i) the wall map of Nigeria showing the mineral products; ii) transparency map of Nigeria showing the mineral products.

b) Read through carefully the teaching aids mentioned above.

c) In studying the maps, and also in reading through the teaching aids, take note of the following products and their chief areas of production.

Mineral Products

oil	limestone
tin	iron ore
columbite	lead
coal	zinc

some quantities of gold, manganese, and marble

d) Know the chief uses of the mineral products as follows:

oil	petrol, and for the production of energy, etc.
tin	tin products such as cans, etc.
coal	for the production of energy, etc.
limestone	cement, etc.
iron ore	iron products
lead	used for lead framing for panes in windows; used in pencil, eg. lead pencils; bullets; used for type metal used to separate lines of type in printing.
zinc	used to treat or coat something with zinc; galvanize.
gold	gold products such as chains, necklaces,

bangles, earrings, etc.

manganese used to make steel, e.g. manganese steel

marble used for fine architectural work

NAME _____

STUDENT ACTIVITY

Unit 3 (e)

Answer the following questions.

1. Name five of the mineral products of Nigeria.

   a) _____ d) _____ _____

   b) _ _____ e) _____ _____ _

   c) _____ _

2. Nigeria is one of the world's largest producers of oil.

   "Yes" or "No?" _____

3. Name two uses of gold.

   a) _____ b) _____

4. What is the use of limestone? _____ _____

GEOGRAPHY OF NIGERIA

The Navigable Waterways of Nigeria

Unit 3 (f)

Subject Matter:

The navigable waterways of Nigeria.

Objectives:

To teach the students about the navigable waterways of Nigeria. By teaching them, they will know: i) the important rivers and lakes of Nigeria; ii) the uses local and national to which those rivers and lakes are put as far as inland communication is concerned; iii) and the food resources that may be derived from those rivers and lakes.

Teaching Materials:

a) A current wall map of Nigeria showing the navigable waterways.
b) Transparency map of Nigeria entitled "The Navigable Waterways of Nigeria."
c) Teaching aid; "Navigable Waterways of Nigeria."
d) An overhead projector.

Teacher Preparation: Teacher must do the following before

his presentation of the lesson to the students.

a) Study carefully the following: i) the wall map of Nigeria showing the navigable waterways; ii) transparency map of Nigeria showing the navigable waterways.

b) Read through carefully the teaching aid mentioned above.

c) In studying the maps, and also in reading through the teaching aid, take note of the following:

-Rivers Niger and Benue, with their confluence at Lokoja, are the leading navigable waterways.

-Other smaller rivers of Nigeria such as: i) Ogun; ii) Osun; iii) Sokoto; iv) Kaduna; v) Gongola; vi) Osse; vii) Cross; and viii) Hadejia, are navigable in many sections of their courses for most of the year. Lake Chad is also navigable.

d) Know the uses to which the rivers and lakes are put such as: i) transporting people and goods in canoes, motor boats and ferries from one city, town and village to another, which are located along the river banks (Rivers Niger and Benue serve such major purpose); ii) transporting people and goods in canoes, motor boats and ferries across the river from one bank of the river to the other bank; iii) for the construction of dams for the generation of electricity (for example, the Kainji Dam on River Niger); and iv) using the fertile sections of the banks of the valleys for agricultural purposes.

e) Know the food resources that may be derived from the

rivers and lakes such as: i) water snails; ii) water animals; iii) water birds; iv) fish; v) lobsters; and vi) scrabs.

NAME

STUDENT ACTIVITY

Unit 3 (f)

1. Name the two important navigable waterways of Nigeria.

   a)_____ b) _____

2. Name two of the navigable waterways in Nigeria besides Rivers Niger and Benue.

   a) _____ b) _____

3. Mention three of the uses to which rivers and lakes are put in Nigeria.

   a) _____

   b) _____

   c) _____

4. What are five of the food resources that could be got from rivers and lakes of Nigeria?

   a) _____ d) _____

   b) _____ _____ e) _____

   c) _____ _____ _____

GEOGRAPHY OF NIGERIA

The Major Ethnic Groups of Nigeria

Unit 3 (g)

Subject Matter:

The major ethnic groups of Nigeria.

Objectives:

To teach the students about the major ethnic groups of Nigeria.

Teaching Materials:

a) A current wall map of Nigeria showing the major ethnic groups.
b) Transparency map of Nigeria, entitled "The Major Ethnic Groups."
c) Schultz, John. NIGERIA in Pictures. New York: Sterling Publishing Co., Inc., 1975, pp. 37-40.
d) Teaching aid: "The Nigerians."
e) An overhead projector.

Teacher Preparation: Teacher must do the following before his presentation of the lesson to the students.

a) Study carefully the following: i) a wall map of Nigeria showing the major ethnic groups, and ii) trans-

parency map of Nigeria mentioned above.

b) Read through carefully; i) Schultz, John. NIGERIA in Pictures. New York: Sterling Publishing co., Inc., 1975, pp. 37-40, and the teaching aid mentioned above.

c) In studying the maps, and reading through the recommended book and the teaching aid, take note of the following:

Principle Ethnic Groups

Yoruba	Ijaw
Hausa	Tiv
Ibo	Kanuri
Edo	Nupe
Fulani	

NAME _____

STUDENT ACTIVITY

Unit 3 (g)

Answer the following questions:

1. Name five of the major ethnic groups of Nigeria.

   a) _____ d) _____

   b) _____ e) _____

   c) _____

2. What is the name of the Nigerian ethnic group that occupies the Niger Delta? _____

3. Name two of the Nigerian ethnic groups that occupy northern Nigeria.

   a) _____ b) _____

4. In what part of Nigeria will you find a predominant concentration of the Yorubas? _____

5. In what part of Nigeria will you find a predominant concentration of Ibos? _____ _____ _____

6. In what part of Nigeria will you find a predominant concentration of the Hausas and the Fulanis? _____ ____

GEOGRAPHY OF NIGERIA

Population Distribution in Nigeria

Unit 3 (h)

Subject Matter:

Population distribution in Nigeria.

Objectives:

To teach the students about population distribution in Nigeria.

Teaching Materials:

a) A current wall map of Nigeria showing population distribution in Nigeria.
b) Transparency map of Nigeria entitled "Population Distribution in Nigeria."
c) Schultz, John. "Urbanization." NIGERIA in Pictures. New York: Sterling Publishing Co., Inc., 1975, pp. 17-20.
d) An overhead projector.

Teacher Preparation: Teacher must do the following before his presentation of the lesson to the students.

a) Study carefully the following: i) a wall map of Nigeria showing population distribution; ii) transparency map of Nigeria mentioned above.

b) Read through carefully: i) Schultz, John. NIGERIA in Pictures. New York: Sterling Publishing Co., Inc., 1975, pp.17-20.

c) In studying the maps, and reading through the recommended book, take note of the following:

Population Distribution

Among the urban areas which are thickly populated are the following:

Lagos	Kaduna
Ibadan	Enugu
Kano	Port Harcourt

Factors responsible for the thick population in urban cities:

Lagos: Concentration of industries
Commercial city
Federal government seat, with a central administration
Federal Education center
Availability of work
Love of living in an urban city
University, Teacher training college, technical colleges, many elementary and high schools.
Sea port, international airport, and local domestic airport

Kano: Commercial city of the north
Groundnut mills providing jobs
University, elementary and high schools

Kaduna: Home of a large textile industry which

provides jobs

Center of administration and communications

NAME _____

STUDENT ACTIVITY

Unit 3 (h)

Answer the following questions.

1. Name two of the urban cities in Nigeria which are thickly populated.

   a) _____ b) _____

2. Mention two of the factors which are responsible for the thick population in Lagos.

   a) _____

   b) _____

3. Name two of the factors which are responsible for the thick population in Kano.

   a) _____

   b) _____

4. What are the other factors you think may influence population growth, not only in Nigeria, but also in some of the other countries of the world?

NIGERIA IN LINKAGE WITH THE UNITED STATES AND OTHER COUNTRIES

UNIT 4

Subject Matter:

Nigeria in Linkage with the United States and other Countries.

a) Historically--linkage through the slave trade.

b) Today--linkage through: i) travels; ii) visits; iii) student exchange programs; iv) trade commissions; v) diplomatic relations; vi) trade; vii) Nigerians in the United States; viii) Americans in Nigeria; ix) people from other countries in Nigeria; and x) Nigerians in other countries, etc.

Objectives:

To teach the students the types of linkages that had existed, and/or are existing today between Nigeria and the United States, and other countries.

Teaching Materials: The following teaching aids are to be used:

1. "Atlantic Slave Trade."

2. "Mission from Sussex."
3. "Nigeria's top UK Sale is Cocoa."
4. "Cooperation with Poland."
5. "Nigeria and Hungary."
6. "Nigeria and the U.S."
7. "Nigerian-Italian Venture."
8. "Meet Nigeria's Diplomats in the U.S."
9. "Head of State Receives Five New Heads of Missions."
10. "Head of State Congratulates Jimmy Carter."
11. "Nigerian Officials Complete Course in U.S.A."
12. "Ambassador Jolaoso Assumes Duty in the United States."
13. "Current Consul General in Francisco."
14. "General Obasanjo Visits East African Countries."
15. "U.S. Trade Delegation Visits Nigeria."
16. "Nigerian Composer Visits U.S.A."
17. "Nigeria at OAU Summit."
18. "Nigeria Ghana Pact Approached."
19. "Nigeria Pledges Support for OAU Aid Programme."
20. "Nigeria: Third Largest Contributor to Commonwealth Fund."
21. "NBC Transmits to Southern Africa."
22. "Nigeria Troupe Performs in U.S.A."
23. "Nigeria Attracts Foreign Visitors."
24. "Nigeria and U.S. Sign Agreement: 500 Nigerian Students Arrive in the U.S."
25. "Nigeria Hosts World Conference of Educators."
26. NIGERIAN-AMERICAN ECONOMIC RELATIONS, 1978, Embassy of Nigeria, Washington, D. C.

Teacher Preparation: The teacher must do the following before his presentation of the lesson to the students.

a) Read through carefully all the teaching materials relating to this lesson, and jot down important points from them to discuss with the students.

b) In his reading of the teaching materials, the teacher must note Nigeria's linkage with the U.S., and other countries, through the following:

i) The Slave Trade.

ii) Education--exchange programs of students between Nigeria and the U.S.; American students studying in Nigeria; Nigeria Visiting professors and scholars to the U.S.; American visiting professors and scholars visiting Nigeria; Nigerian students studying in other countries of the world such as--Great Britain, Germany, France, etc; students from other countries such as Great Britain, Germany, France, etc., studying in Nigeria; various foreign Fellowship Foundations such as the Ford Foundation, Rockefeller Foundation, etc., giving some Nigerian Colleges and Universities funds for research, building, and the development of educational programs, etc.

iii) Trade--Nigeria exporting such goods as cocoa, cotton, palm products such as palm oil and palm kernels, and oil to other countries of the world, and in return importing such goods as automobiles, appliances, etc., from those countries; trade agreements between Nigeria and some other countries of

the world; trade missions and or commissions from Nigeria to other countries, and vice versa.

v) Tourism--Americans going on visits, especially during summers to Nigeria for tourism purposes, and Nigerians coming to the U.S. for the same purposes; Nigerians going to other countries of the world such as Great Britain, Canada, Australia, France, Germany, for tourism purposes, and vice versa.

vi) Art--Nigerian artists coming to the U.S. and going to some other countries perform e.g. Nigerian cultural dancers, Ebenezer Obey and his group (an eminent Nigerian musician); Sunny Ade and his group (also another eminent musician, who is also the Nigerian "King of Juju Music;" Fela Anikulapo and his group (also another eminent and trained musician); American artists going to Nigeria and the other parts of the world to perform; the Nigerian FESTAC, 1977.

NAME _____.

STUDENT ACTIVITY

Unit 4

1. There are linkages between Nigeria and the United States through the following ways:

   a) _____ d) _____

   b) _____ e) _____

   c) _____

2. Answer "Yes" or "No" to the following statements:

   a) There are many Nigerian students in the United States. _____

   b) American people visit Nigeria. _____

   c) Nigerian people visit the United States. _____

   d) Historically, Nigeria is linked with the United States through the slave trade. _____

   e) There are Nigerian diplomats in the United States. _____

   f) There are American diplomats in Nigeria. _____

   g) The United States does not trade with Nigeria. _____

   h) Nigeria trades with the United States. _____

   i) Nigeria does not trade with the United States only, but she also trades with many other countries. _____

   j) There are also linkages between Nigeria and many other countries. _____

NIGERIA AND HER ART

Unit 5

Subject Matter:

Nigerian Art, Music and Literature.

Objective:

a) To teach the students about the artistic and literary heritage of Nigeria.

b) To teach the students the importance of Nigerian art and literature in the customs and cultures of Nigeria.

c) To teach the students the appreciation of Nigerian art, music and literature, not only by the Nigerians themselves whose legacy they are, but also by persons from other nations who have studied and borrowed from Nigerian art, music and literature.

Teaching Materials:

a) Schultz, John. "The Arts." NIGERIA In Pictures. New York: Sterling Publishing Co., Inc., 1975, pp. 52-54.

b) Forman, Brenda and Forman, Harrison. "The Arts."

The Land and People of Nigeria. New York: J. B. Lippincott Company, 1972, pp. 85-96.

c) Dunbar, Ernest. "Arts and Culture: Traditional Forms, Modern Concepts." NIGERIA. New York: Franklin Watts, Inc., 1974, pp. 49-56.

d) Biobaku, Saburi O. The Living Cultures of Nigeria. Lagos, Nigeria: Thomas Nelson (Nigeria) Ltd., 1976.

e) Africa Journal Limited. FESTAC, 1977. Lagos, Nigeria: Africa Journal Limited, the International Festival Committee, 13 Hawkesworth Road, Ikoyi, Lagos, 1977.

f) Photographs with the following captions from: Carpenter, Allan. Enchantment of Africa--NIGERIA Chicago, U.S.A.: Children Press, Chicago, 1978.

i) "Music, played on a traditional instrument (left) or as the accompaniment to an ethnic dance (below) is a basic and important part of Nigeria's cultural heritage" (p. 65)

ii) "This statue is one example of the beauty of modern Nigerian art" (p. 66)

iii) "Artisans prepare pieces to sell at their village market" (p. 67)

Teacher Preparation: Teacher must do the following before his presentation of the lesson to the students.

a) Read very carefully the recommended texts. Among the chief points to be noted during the course of his reading, are the following:

i) The importance of art to the Nigerians: part of their daily life, especially dancing and singing.

ii) Nigeria--very rich in traditional and contemporary arts.

iii) Traditional arts--well expressed in Benin bronzes and ivory carvings, and also in Ife terra cottas and bronzes.

iv) Forms of Nigerian art:

music	architecture
dance	abstract painting
wood carving	calabash carving
sculpture	various types of hairstyles
wrestling	dyeing
drama	leather works
story-telling	metal works
weaving	various types of handicrafts
pottery	literary arts

Music Apparatus:

Various types of "talking drums; flutes; stringed instruments; electric guitars; and saxophones.

Music and Dances:

Different types of music and dances for various types of occasions, as follows:

Funeral ceremony:	Harvest Festival
Marriage ceremony:	Yam Festival
Naming ceremony:	Masquerade Festival
	"God of Thunder festival (Sango)."

Wood Carving:

Wood carvings of different styles, shapes, and sizes.

Wood Sculpture:

Of different styles, shapes and sizes.

Story telling:

Nigeria abounds in traditional short stories, mostly told to groups of small children at night. The tortoise, a wise and crafty animal, is the hero of many stories. Even though the tortoise is wise, he sometimes overreaches himself.

Hair Styles:

Hand-woven hair-styles of different shapes and sizes, beautiful to look at.

Weaving:

Hand-woven cloths of different sizes, designs, shapes, and colors; "Ofi" cloth of the Yorubas, is typical of this; Iseyin in Oyo State of Nigeria is famous for the production of this.

Pottery:

Of different shapes, sizes, designs and colors.

Architecture:

Of different types.

Abstract Painting:

Of different styles.

Calabash Carving:

Of various designs; Oyo, in Oyo State of Nigeria is famous for this.

Dyeing:

Cloth dyeing of different styles and designs; Abeokuta, in Ogun State of Nigeria is famous for this; "Adire" cloth is typical of this.

Leather Works:

Of various types, styles, designs, and colors; Northern Nigeria is famous for this.

Metal Works:

Of various types, styles and designs; Bida in Nigeria is famous for this.

Benin City:

Famous for ancient bronzes and ivory carvings.

Ile-Ife:

Ancestral city of the Yorubas, is famous for ancient bronzes and terra cottas.

b) Be well familiar with the pictures of arts and the pieces of art in some of the recommended books, as follows:

Biobaku, Saburi. <u>The Living Culture of Nigeria</u>,

Art pieces #S. 1-41; 42-62; and 63-86.

Africa Journal Limited. FESTAC, 1977. Art pictures on pp. 10 and 11; 18 and 19; 38; 47; 48; 87; 90 and 91; 102 and 103; 106 and 107; 114 and 115; 116; 120.

c) Either borrow or loan from Nigerian local residents art pieces that they may have available with them, and show them to the students.

d) Literary Artists: Nigeria has produced a lot of writers such as: Chinua Achebe, Cyprian Ekwensi, Wole Soyinka, Christopher Okigbo, John Pepper Clark, and Amos Tutuola.

Achebe, Chinua. Things Fall Apart. Greenwich, Conn., U.S.A.: Fawcett Publications, Inc., 1959.

_____. No Longer At Ease. Greenwish, Conn., U.S.A.: Fawcett Publications, Inc., 1960.

_____. Arrow of God. Garden City, New York: Anchor Book, Doubleday and Co., 1969.

_____. A Man of the People. Ibadan, Nigeria: William Heinemann, Ltd., 1966.

Ekwensi, Cyprian. Beautiful Feathers. Ibadan, Nigeria: Heinemann, 1963.

_____. People of the City. Ibadan, Nigeria: Heinemann Educational Books, Ltd., 1963.

_____. Burning Grass. Ibadan, Nigeria: Heinemann Educational Books, Ltd., 1962.

_____. Restless City and Christmas Cold. Ibadan, Nigeria: Heinemann Educational Books, Ltd., 1975.

Aluko, T. M. One Man, One Wife. Ibadan, Nigeria: Heinemann Educational Books, Ltd., 1967.

_____. One Man, One Matchet. Ibadan, Nigeria: Heinemann Educational Books, Ltd., 1964.

_____. Kinsman and Foreman. Ibadan, Nigeria: Heinemann Educational Books, Ltd., 1966.

Soyinka, Wole. Three Short Plays. London: Oxford University Press, 1969.

Munonye, John. Obi. Ibadan, Nigeria: Heinmann Educational Books, Ltd., 1969.

Emecheta, Buchi. The Bride Price. New York, U.S.A.: George Braziller, Inc., 1976.

NAME _____

STUDENT ACTIVITY

Unit 5

1. From what you have learned, how would you describe your appreciation of Nigerian arts?
2. Mention <u>five</u> of the forms (types) of Nigerian arts.
   a) _____ d) _____
   b) _____ e) _____
   c) _____
3. For what type of carving is the city of Oyo, in Oyo State of Nigeria, famous?
4. For what type of cloth dyeing is the city of Abeokuta, in Ogun State of Nigeria, famous?
5. For what type of ancient art is the city of Benin, in Bendel State of Nigeria, famous?
6. For what type of ancient art is the city of Ile-Ife, in Oyo State of Nigeria, noted?
7. a) Name two of the literary artists of Nigeria:
      i) _____ ii) _____
   b) Give the titles of two Nigerian novels:
      i) _____ ii) _____

DAILY LIFE IN NIGERIA

Unit 6

Subject Matter:

Daily life in Nigeria.

Objectives:

To teach the students about how a typical daily life of the Nigerians looks like in the capital and urban cities, towns and villages.

Teaching Materials:

"Daily Life in Nigeria"

Typical daily life in Nigeria looks essentially the same as daily life in other parts of the world, as far as peoples' activities are concerned.

In the cities and towns, very early in the morning, men and women leave their residences for places of work by various means of transportation such as: a) motor cars; b) motor lorries (trucks); c) buses; d) trains;e) motorcycles; and f) boats (in the delta and river areas). Those who work very near their homes may ride bicycles, or walk.

The morning scene is always a beautiful one, with people eager to arrive at their places of work on time. Students and teachers from the primary schools to the universities

leave for their classes and lectures. The housewives who are unemployed stay at home to look after their little children, to manage the home, and prepare food for their families.

Farming is the predominant occupation in Nigeria. Farmers in the cities, towns and villages leave very early in the morning for their farms for their day's activities such as the harvesting of crops, or they (wives) may stay at home for home management, to prepare food for the their families, and to take care of their children.

While life in the big cities is noisy but enjoyable most of the time, village life is also enjoyable although it is often very quiet, especially at night. While electric lights, bars, dancing halls, movies, and friendly visits add to the enjoyment of city life at night, most of the enjoyment in the village both in the day and at night is closer to nature. There in the village environment, during the day and night, one often hears the quiet rustling of leaves, the soft and gentle songs of crickets, nightingales, and other African birds.

Nigerians are lovers of music and dance too. At night, children gather around their parents in groups to listen to short stories, while others engage themselves in some Nigerian games played at night. Some parents and young folks usually gather in groups to listen to Nigerian music, to dance, and also to enjoy themselves with drinks such as palm wine, beer, whiskey, Coca Cola, Fanta orange drink, Pepsi, and other kinds of Nigerian drinks.

Teacher Preparation: Teacher must read the teaching aid

entitled "Daily Life in Nigeria" very carefully, taking note of the following important points, which he will later discuss with the students:

a) How people get up very early in the morning in the capital and urban cities, towns and villages, and leave for their various places of work.
b) The various means of transportation they use to go to work.
c) The roles being performed at home by the unemployed housewives.
d) What a daily life looks like in the big cities and towns during the day and at night.
e) What a daily life looks like in the villages during the day and at night.
f) How Nigerians use their leisure time at night in cities, towns and villages.

NAME _____

STUDENT ACTIVITY

Unit 6

1. From what you have heard, learned, or been taught, give a brief description of what a typical daily life looks like in Nigeria, in:
   a) The big cities and towns.
   b) The villages.

2. Describe the various means of transportation in Nigeria people use to go to work.
3. What are some of the roles of unemployed housewives in Nigeria?
4. How do many Nigerians employ their leisure time at night in:
   a) the big cities and towns?
   b) the villages?

FAMILY LIFE IN NIGERIA

Unit 7

Subject Matter:

a) The "extended" and "nuclear" family systems.

b) The roles of family members.

Objectives:

a) To teach the students about the "nuclear" and "extended" family systems in Nigeria.

b) To teach the students the roles of family members in Nigeria.

Teaching Materials:

a) Teaching aid entitled "Family Life in Nigeria."

b) Transparency entitled "The Nuclear Family System in Nigeria."

c) Transparency entitled "The Extended Family System in Nigeria."

d) An overhead projector.

Teacher Preparation: Teacher must read the following notes entitled "Family Life in Nigeria" taking note of the following important points:

a) The definition of a "nuclear family."

b) The definition of an "extended family" in Nigeria.

c) How the roles of "extended family" members interweave.

d) The similarities and dissimilarities in the roles of families in Nigeria and the United States.

Family Life in Nigeria

Nuclear Family: A nuclear family is defined as the father, the mother, and their children. A nuclear family system does not go beyond this family. Any person who is outside this family, is not a family member of theirs. He or she belongs to another family. A nuclear family system is not a usual pattern in Nigeria. In Nigeria, when one thinks of 'a family,' one is thinking in terms of the extended family system.

Extended Family: By extended family system, Nigerians mean that the following are members of the same family: a) all the members of one's immediate or nuclear family; b) all the members of one's father's immediate family; c) all the members of one's mother's immediate family; d) all the members of one's grandfather's family; e) all the members of one's grandmother's family, and so on. One could go on unendingly to associate ones family membership to the families of a great great

grandfather, and a great great grandmother.

Roles of Family Members: The fathers and the mothers in the immediate or nuclear family provide for their children's needs such as: a) accommodation; b) food; c) clothing; d) elementary and secondary education. When the children become adults they take care of themselves. Many Nigerian parents provide for their sons' and daughters' university and other forms of higher education.

The extended family members share one another's joys and sorrows. For example, in case of the death of a family member in the extended family, all the other members gather together to share the grief and sorrow, arrange for the burial, and contribute money for the burial and funeral ceremonies. If the dead is a chief, a wealthy person, a very old man, or an eminent and famous member of the family, the burial and funeral ceremonies are usually great fanfare. Again, if a member of the extended family is marrying, all the other members gather together to share the joy and happiness. Such a marriage ceremony is also usually a great fanfare.

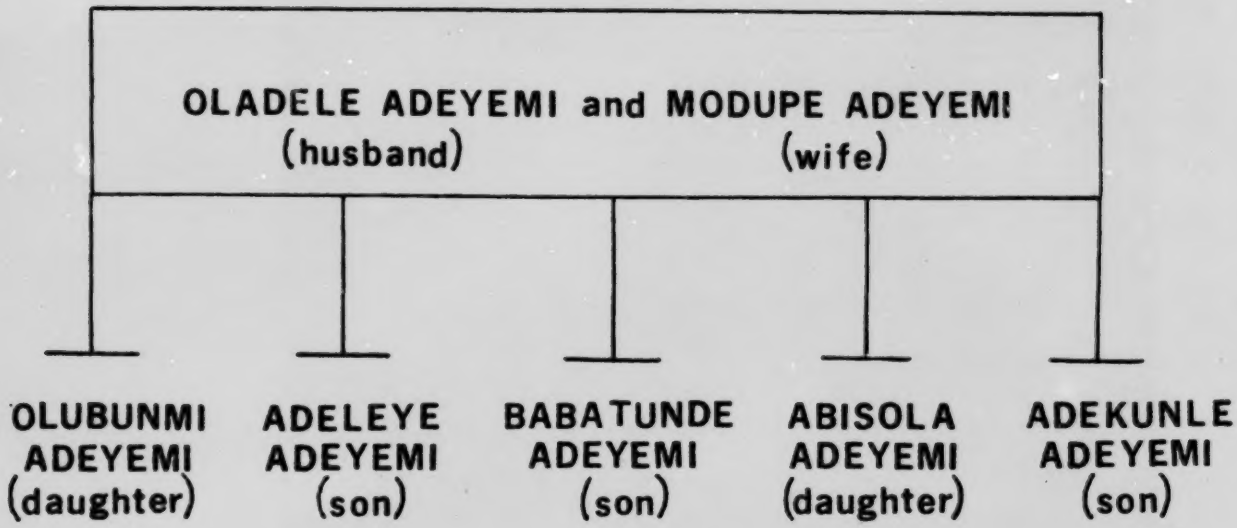
A wealthy member of the extended family can finance the education of any of the members

of the family, even though that member may not be his son or daughter. The children of Mr. A's family can live for free with the family of Mr. B. in the same extended family system. In the extended family, family members may loan one another money to establish themselves in business. They settle fights and quarrels among themselves and try very hard to prevent such cases from going to court. One could conclude that in the extended family system in Nigeria, and also in many of the other countries of Africa, the phrase "What is yours is mine, and what is mine is yours," applies.

Teachers must know how to use and explain the contents of the transparencies on the 'nuclear' and 'extended' family systems.

ONE FORM OF A NUCLEAR FAMILY IN NIGERIA

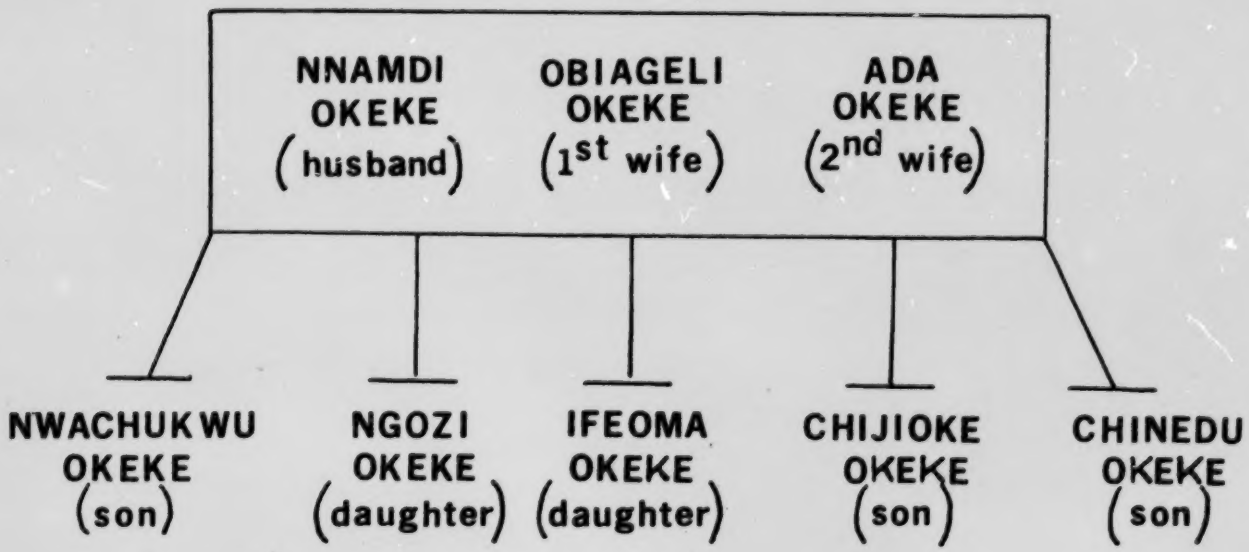
Husband, Wife, and a Child or Children



Note: All above names are Yoruba names.

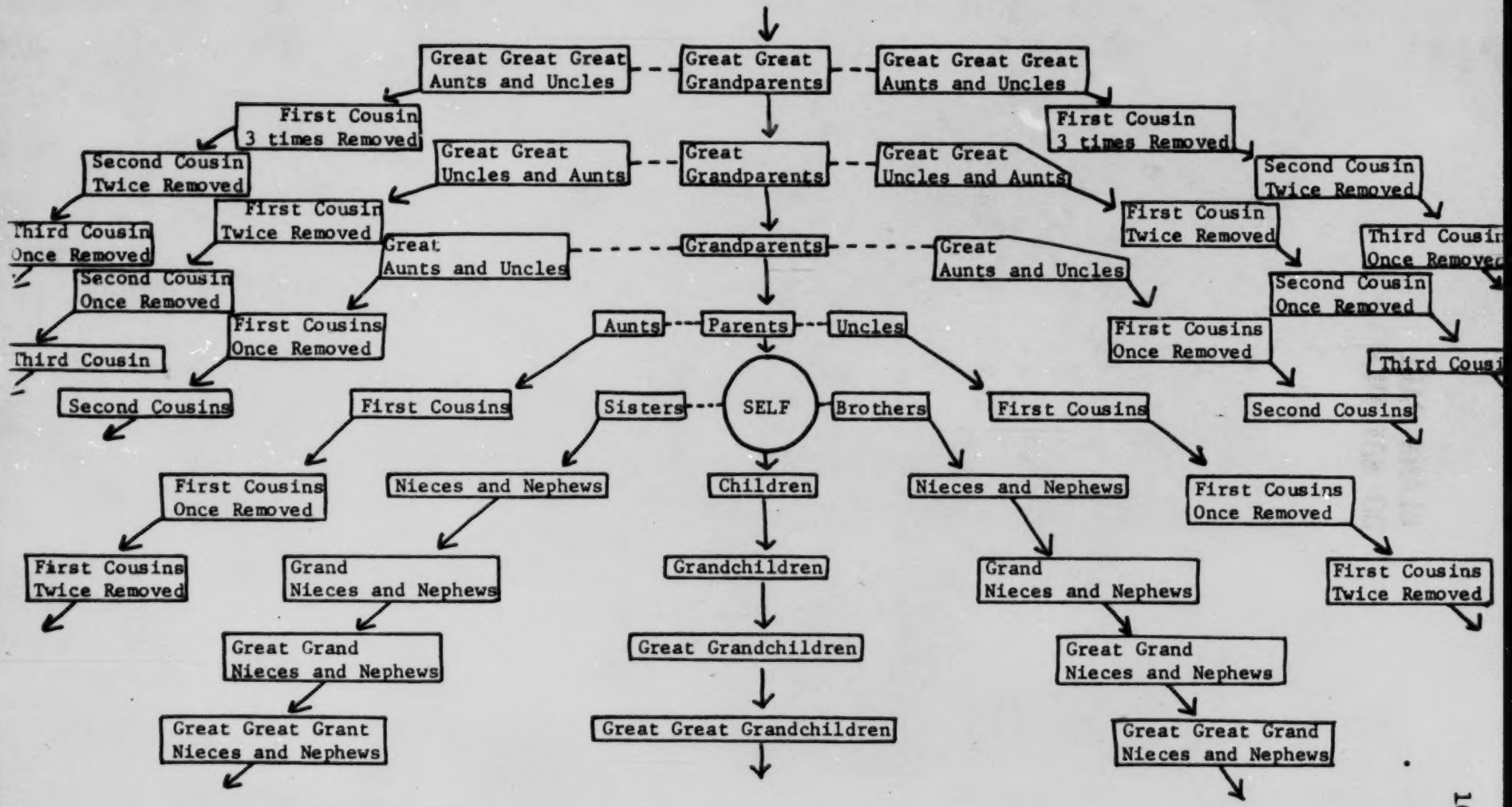
ANOTHER FORM OF A NUCLEAR FAMILY IN NIGERIA

Husband, Wives, and a Child or Children



Note: All above names are Ibo names.

THE EXTENDED FAMILY IN NIGERIA



Note: All names indicate that person's relationship to SELF

→ indicates parent/child relationship

– – – indicates brother/sister relationship

Prepared by Anne Mason with the help of Joshua A. Akinola.

OCCUPATIONAL ROLES OF MEN, WOMEN, AND CHILDREN IN NIGERIA

Unit 8

Subject Matter:

The occupational roles of men, women, and children in Nigeria.

Objectives:

To teach the students about the occupational roles of men, women and children in Nigeria.

Teaching Materials:

a) Dahunsi, A. Social Studies for Nigerian Primary Schools, Book 1, Homes and Families, Schools and Neighborhoods. Ibadan, Nigeria: Evans Brothers (Nigeria Publishers) Ltd., 1971 (Seventh impression 1976).

b) The following photographs from: Latchem, Colin. Looking at Nigeria. London: Adams and Charles Black Ltd., 1975.

1) "Yoruba women traders in Ibadan market" (p.19).

2) "Mechanized cultivation" and "Oil palm fruits" (p. 26).

3. "A sawmill at Sapele" (p. 27).

4. "The Ibos are keen businessmen" (p. 30).

5. "The glassworkers at Bida" (p. 32).
6. "One of Kano's modern industries is shoe-making" (p. 44).
7. "Buying kola nuts in Kano market" (p. 50).
8. "In the control tower, Kano airport" (p. 57).

c) The following photographs from: Schultz, John. Nigeria in Pictures. New York: Sterling Publishing Co., Inc., 1975.

9. "Since cattle are numerous in the northern states, the processing of meat is important. Here women are at work in a meat-canning factory in Kano" (p. 57).
10. "Women in brightly pattered clothing sell wooden bowls in a shady village market-place" (p. 58).
11. "Hand weaving is an important small industry - each region of the country produces a distinctive cloth. Here a woman in East-Central State weaves Akwete cloth" (p. 59).
12. "When the textile mill opened at Ado-Ekiti in 1969, about 12,000 spindles were put in action. The factory, which turns out about 15,000,000 yards (13,700,000 metres) of fabric annually and employs about 1,000 Nigerians, is important to the economy of the Western State" (p. 60).
13. "A worker attends a machine at the Dunlop Tire factory in Ikeja, Lagos State. The great increase in motor vehicles in recent

years resulted in a great demand for this company's products" and "Under the railway development plan, new stations and yards have been constructed and track beds improved to meet the steadily increasing demand for passenger and export traffic" (p. 61).

d) Picture prints, post cards, photographs, slides, paper and book cuttings, filmstrips, etc., depicting occupational roles of men, women and children in Nigeria.

Teacher Preparation: The teacher must do the following before his presentation of the lesson to the students.

a) Study carefully all the recommended teaching materials and take note of the roles of men, women and children as follows:

Men and Women As:

- lawyers
- medical doctors
- engineers
- teachers in elementary and secondary schools, trade centers, technical colleges, and the polytechnics
- lecturers and professors in colleges of Arts and Science, colleges of education, and universities
- architects
- draftsmen and women
- pilots (men)
- carvers
- sculptors
- authors
- secretaries
- plumbers
- merchants
- factory workers
- farmers
- civil servants
- diplomats

accountants,	businessmen and women
nurses	shippers
drivers	mechanics
common laborers	professional artists
brick layers	

Occupational roles of men and women in Nigeria are similar to many of the occupational roles of men and women in the United States.

Children:

attending school
running short errands for their
parents, brothers and sisters
helping their parents on the farms
especially after school hours
(if parents are farmers)
helping parents with house keeping
selling petty things for the parents
paper boys

NAME _____.

STUDENT ACTIVITY

Unit 8

1. Describe briefly the occupational roles of men and women in Nigeria.

2. Are there occupations of men and women in the United States which you think you would not find in Nigeria? If so, which ones?

3. Are the occupational roles of children in Nigeria similar to the occupational roles of children in the United States?

MARRIAGE IN NIGERIA

Unit 9

Subject Matter:

Marriage in Nigeria.

Objectives:

To teach the students about marriage in Nigeria.

Teaching Materials:

Teaching aid entitled "Marriage in Nigeria."

Teacher Preparation: Teacher must do the following before his presentation of the lesson to the students.

Read the following notes on "Marriage in Nigeria," observing:

1. The types of marriages in Nigeria - customary, church, and civil.
2. How marriage is arranged, e.g. agreement between a man and woman, with the approval of the parents, etc.
3. The payment of a dowry.
4. Preparation for the marriage ceremony.
5. How a marriage ceremony is conducted.

Marriage in Nigeria

The types of marriages in Nigeria may be expressed as

follows : a) the customary type, which also may be termed the traditional type; b) the church form of marriage; c) the church and the court marriage. One thing that is unique with all forms of marriages in Nigeria, is that no divorce can take place in any of them without a court approval or judgement. The divorce rate is very low, and divorce is usually a difficult process to go through. The parents, relations, and friends of both the husband and wife will do everything in their power to see that divorce does not occur and will only approve of it as a last resort. In the old days, a woman who divorced was usually looked upon in the society not only as a failure, but also as an immoral woman. She also might find it very difficult to re-marry in time. In the past it was more or less taboo to divorce.

In the customary type of marriage, the bride and the bridegroom do not exchange rings. The union is that of a deep love and feeling for each other which is sanctioned under the customary law to make it legal. In the church form of marriage, the bride and the bridegroom may or may not exchange rings. But it is compulsory for the bride and bridegroom to exchange marriage rings in the civil marriage. In both the church and the civil forms of marriages, the usual practice is for the bridegroom to give his wife a ring. The lady may not necessarily give her husband a ring in exchange.

Marriage may be approached in various ways. It may come in the form of a deep love between a man and a woman, with or without the sanction of their parents. In the old days, it was the usual practice for parents to arrange a marriage

for their daughters and sons. Under such a practice, the arrangement might come in the form of a simple statement such as: "Our son likes your daughter, and we would like our son to marry her." In the past, there have been cases in which a parent met a pregnant woman, and made introductions to learn about her family. Then, the parent might have said, "If your child is a baby girl, we would like our son to marry her." In the past too, parents who were friends might have arranged a marriage between their son and daughter.

One thing that is unique with all forms of marriages in Nigeria, is the payment of a dowry. This is a customary thing to do, and it is more or less a formality. Today, such a payment is made in the form of money, with some side gifts in the form of clothes, plates, and some other materials. For example, a Holy Bible may accompany the payment of a dowry of a Christian marriage. The gifts to accompany a dowry payment vary from one custom to another, and also from one ethnic group to another. In the old days, it was the usual practice to make dowry payments in the form of bags of cowries. That was the time when cowries were used as money.

The courtship period varies. It may go as long as four or five years or more with some people, and may be as brief as three to six months.

In whatever form a marriage is celebrated in Nigeria, a marriage ceremony is usually a great fanfare for both the people of the wife and of the husband. Many different types of food, drinks, dancing and singing usually accompany a marriage ceremony. Some people even go to the extent of

choosing only one type of fabric, known as 'aṣọ ẹbi' in Yorubaland for the ceremony. "Aṣọ ẹbi" means that the same fabric is used to make the clothing of all the guests and family members. It is not only a period of joy for the people of both the husband and wife, but also a period of great pride for them. In some customs, the ceremony may last for many days.

NAME _____

STUDENT ACTIVITY

Unit 9

1. Name the different types of marriages in Nigeria.
2. What are the major similarities and/or differences between the observances of marriage in Nigeria and in the United States?
3. What is a dowry?
4. Who pays the dowry in Nigeria?
5. Answer "Yes" or "No" to the following statements.
   a) Nigerians do not observe any form of church or civil marriage. _____
   b) A court approval is not necessary for a divorce in Nigeria. _____
   c) The divorce rate is low in Nigeria. _____ __
   d) In the past in Nigeria, a woman who divorced was usually looked upon in the society not only as a failure, but also as an immoral woman. _____
   e) All marriage forms in Nigeria are legal. _____
   f) In the old days in Nigeria, it was a custom that a lady must preserve her virginity until marriage. ___
   g) In whatever form a marriage is celebrated in Nigeria, a marriage ceremony is usually a great fanfare for both the people of the bride and of the bridegroom. _____

BIRTH AND NAMING CEREMONY IN NIGERIA

Unit 10

Subject Matter:

Birth and naming ceremony.

Objectives:

To teach the students how the naming ceremony is performed in Nigeria.

Teaching Materials:

Teaching aid entitled "Birth and Naming Ceremony in Nigeria."

Teacher Preparation: Teacher must do the following before his presentation of the lesson to the students. Read the following notes observing:

1) The arrival of a new baby as a period of joy for the parents, relations and friends.
2) Birth greetings.
3) Preparation for the naming ceremony.
4) Determining the names to give the baby.
5) The naming ceremony, especially on the eighth day, accompanied by a great ceremony.

Birth and Naming Ceremony in Nigeria

The arrival of a new baby in a Nigerian family is a period of joy for not only its parents, but also for its parents' relations, friends, well-wishers and neighbors, especially if it is a baby boy. The joy is over-extended if the child is a boy and it is the first child. In many African customs, the importance of having a boy as the first child cannot be over-emphasized. It is assumed that the boy will take over the leadership of his father's household when the father dies. A man is usually revered for his greatness and strength over his wife, if he has a boy as the first child or any time he has a baby boy. To have a baby girl is to look upon him as a weak man, and the woman as great. The greater the number of boys in a family the better it is not only in Nigerian culture, but also in African custom generally.

At birth, relations, friends, well-wishers and neighbors, usually visit the child's parents to give both the new arrival and its parents their best wishes and greetings for the safe delivery. Some of these well-wishers may present gifts to the baby. On the day the baby is born, a short drinking ceremony accompanied with a little food may take place. This is usually a preamble to the naming ceremony.

In some customs, the naming ceremony takes place on the eighth day, irrespective of the religion of the parents of the baby. Before the day, some materials to be used in naming the child are got ready. The naming ceremony materials vary from one custom to another. But most common among the naming

materials are: a) cola nuts of about four lobes or more, known as 'obi gidi' or 'obi abata' in Yoruba; b) bitter colas known as 'orogbo' in Yoruba; c) salt, known as 'iyọ' in Yoruba; d) sugar or pieces of sugar-cane; e) honey, known as 'oyin' in Yoruba; f) water, known as 'omi' in Yoruba; g) ginger, known as 'atare' in Yoruba; h) red palm oil, known as 'epo pupa' in Yoruba; and i) fish, known as 'ẹja' in Yoruba. At times, black-eyed fried and baked beans are made to accompany other materials.

A name to give the baby on the naming ceremony day is usually determined in advance. This may be a Christian, a Moslem, or a traditional name, depending on the religion of the parents. It may not be a religious name, but instead derived from traditional names of the parents. The name may as well be derived from an event of the period the baby is born, or the circumstances surrounding the life of the parents at that time. Many families in Nigeria have ancestral names which are passed down from one generation to another. For example, if a baby is born into a royal family, it may be given a royal name. In the Yorubaland of Nigeria, such royal names are usually prefixed with 'Ade,' for example 'Adekunle,' 'Aderibigbe,' and 'Adeola.' Names which are prefixed with 'Akin,' may indicate a royal warrior's name. Such names include 'Akinọla,' 'Akinbọla,' 'Akinbunmi,' and 'Akindele.' The 'god of thunder' (ṣango) worshippers may have names starting with 'Ṣango' such as 'Ṣangodoyin,' 'Ṣangodokun,' The 'god of iron' (Ogun) worshippers may bear names prefixed by 'Ogun.' Among such names are 'Ogundokun,' 'Ogunwusi,'

and 'Oguntunde.' Moslems have such names as 'Ibrahim,' 'Tawakalitu,' 'Falilatu,' 'Fasansi,' 'Kareem,' and 'Fausat' or 'Fausatu.'

The naming of the baby on the eighth day usually takes place very early in the morning. People gather in the house of the parents of the baby to give the baby a name. The naming materials are got ready. They are put in the center, with people sitting around them. The mother appears in a gorgeous dress with her baby carried on her arms in an immaculate white piece of cloth. She sits very near the naming materials with people surrounding her. Usually, the eldest person present among the audience is assigned the responsibility to disclose the name the parents want to give their baby. He gives this to the baby following the usual customary procedures. He will be touching the naming materials one by one, put a quantity in the mouth of the child, and as he does so, blesses the baby. For example, he may take a piece of the bitter cola, touch the mouth of the baby with it, and say, "This is bitter cola 'orogbo.' We pray that you live to see your old age, good health and prosperity to you, and may this cola drive away bitterness from your life." He may drop some quantity of honey in the mouth of the baby and say, "This is honey. It is very sweet. We pray that your life be as sweet as honey." He will take water and say, "This is water, we drink it, please stay to drink this with us." After he finishes with the customary procedures relating to the use of the materials in naming the child, the lobes of cola nuts, and the pieces of bitter cola, will be

passed around for people present to take and eat. As this process goes on, friends and relations of the parents will be going forward one by one to give the baby the names they like, bless the baby, and drop money into the water. The fried and baked black-eyed beans may be passed around for people to eat. As from that time until midnight of that day, a great ceremony accompanied by foods, drinks like beer, whiskey, gin, and a Nigerian drink such as palm wine, corn wine, millet wine, singing and dancing, continues.

NAME _____

STUDENT ACTIVITY

Unit 10

1. Give a brief description of how a naming ceremony is performed in Nigeria.
2. Name some of the materials used to give a name to a new child in Nigeria.
3. Who among the people present for a naming ceremony in Nigeria, is given the responsibility to disclose the names the parents want to give their baby?
4. Answer "Yes" or "No" to the following statements.
   a) In many African societies, it is important to have a boy as the first child. _____
   b) In some Nigerian customs, the naming ceremony usually takes place on the eighth day. _____
   c) In Nigeria, the naming ceremony materials vary from one custom to another. _____
   d) Many families in Nigeria have ancestral names which are passed down from one generation to another. _____
   e) The use of kola nuts is very important in a naming ceremony in Nigeria. _____

DEATH AND FUNERAL CEREMONIES

Unit 11

Subject Matter:

Death and funeral ceremonies in Nigeria.

Objectives:

To teach the students about how funeral ceremonies are performed in Nigeria.

Teaching Materials:

Teaching aid entitled "Death and Funeral Ceremony in Nigeria."

Teacher Preparation: Teacher must read the following notes entitled "Death and Funeral Ceremonies in Nigeria," observing:

1) How death could bring joy as well as sorrow.
2) Preparation for burial.
3) The burial, and differences among the burial practices of Christians, Moslems, and believers in traditional religions.
4) The funeral ceremonies.

Death and Funeral Ceremony in Nigeria

Death is a debt we all must pay. In Nigeria, when a child or a very young person dies it is usually a great tragedy, sorrow, and a period of sadness not only for the nuclear family of the dead, but also for the entire extended family system. The family mourns the dead for many days. When a very old person dies, especially at 70 years and above, it is usually a period of joy, great happiness, singing and dancing. Even though the family will still feel the loss, they will not be as sorrowful and mournful as for the death of a very young person.

There is not much preparation for the burial of a child or young person. A casket is prepared, a grave is dug, and the child is buried with great sorrow and mournful tears. There is much preparation for the burial of an old person. The corpse is well treated, covered with pieces of beautiful and costly clothing, and may lie in state for a day, two days or more in a family house. Family members and friends come to pay their last respects and to comfort the mourning family. In many customs, immediately after an old person dies, a ceremony starts. There are different kinds of foods and drinks, accompanied by singing and dancing. The family brings in a large steer to be butchered. The beef is distributed among the family members, visitors, and friends. In some cultures, family members start to sing and dance around the city from the time of the death to the time of the burial.

There are some differences between the burial of Christians, Moslems, and traditional believers. Christians are

usually buried in church cemeteries which are usually adjacent to church buildings. The Moslems are usually buried in the backyard of the family house. The traditional believers may be buried under the floor of one of the rooms of the family house. Christian and traditional believers usually use caskets to bury their dead. The Moslems do not. In the old days, it was a usual practice to bury kings, chiefs, and wealthy people with many valuables such as gold, diamonds, money and expensive clothes. At that time, when some kings and chiefs were buried, servants were buried alive with them. The assumption was the servants would continue to serve the master in their after-life. This custom has ceased completely.

The burial ceremony of a king, a chief, or a wealthy person is usually accompanied by a great fanfare. Family members and friends will praise the dead with many funeral dirges, with melodies surpassing the beauty of a nightingale's song. Nigeria, like many other countries in Africa, is very rich in funeral music. Such dirges are usually sung around the city in praise of the dead, highlighting his achievements, strengths and weaknesses. One could hear many trumpets blowing in praise of the dead, accompanied with songs, dances, and different types of Nigerian talking drums. When the burial time approaches, the coffin with the corpse in it may be carried around the city for some time, with singing and dancing, before it is finally laid to rest. In some cultures, all the children of the dead must be present at the burial. Even those overseas may be sent for. Church funeral services are usually held for the Christians before

internment.

The Moslems and the traditional believers also have their own forms of religious rites to perform for the dead before burial. For example, verses from the Holy Koran are read at the burial of a Moslem. Similar musical and dancing festivities accompany the funeral ceremony. Believers in the Nigerian traditional religions celebrate the death of an old person with great fanfare.

After burial, the family of the dead usually meet to determine a date to hold a big ceremony in memory of the dead. Special religious rites are performed according to the beliefs of the group. The Christians usually put such a date on a Sunday, with the preceding Saturday to serve as a 'wake keeping day.' On the funeral ceremony day, a big feast is prepared and people make merry with foods and drinks, accompanied by singing and dancing throughout the day. In Nigeria, as in many other African countries, if the dead man were to know the great respect with which he was treated at death, he would be happy to die.

NAME _____

STUDENT ACTIVITY

Unit 11

Are there any major differences in the way funeral ceremonies are performed in Nigeria and in the United States? If so, give a brief description of the major differences.

HOUSING SYSTEM IN NIGERIA

Unit 12

Subject Matter:

Housing systems in Nigeria.

Objectives:

To teach the students what houses and buildings look like in Nigeria. This will enable them to know that many houses and buildings in Nigeria look essentially the same as buildings in the United States.

Teaching Materials:

Photographs, slides, picture prints, filmstrips, magazines, books, newspapers cuttings, which depict different types of buildings in Nigeria.

Teacher Preparation: Teacher must do the following before his presentation of the lesson to the students:

a) Examine the photographs, slides, and cuttings showing different types of houses in Nigeria noting their artistic and architectural designs, with their beautiful colors.

b) Be able to comment as critically and objectively as

possible on those buildings and houses, noting differences and similarities between them and buildings and/or houses in the United States.

Housing System in Nigeria

Some houses and buildings in Nigeria are constructed essentially the same way houses are built in the United States. There is not much difference in the way many private homes, commercial and industrial buildings, government buildings, schools, colleges, and university buildings are constructed in Nigeria and in the United States.

The few differences that exist between buildings in Nigeria, and in the United States, may be cited as follows. Many buildings in Nigeria are roofed with corrugated iron sheets, whereas buildings in the United States are shingled. In Nigeria, many buildings are painted both inside and outside.

In the cool, temperate regions of the United States, many houses are heated during winter and for some part of spring, and are air conditioned during summer. Nigeria has a tropical climate, which is usually warm or hot during the day. In many parts, temperatures can rise above 80' F. during the day and drop extremely at night. As a result, houses are not heated as in the United States. Many government, commercial, industrial, schools, colleges and university buildings, are air conditioned. Very few private homes and houses are air conditioned, as there is no need for such. Houses are constructed with as many windows and eaves as possible, to allow in enough fresh air, both during the day and at night.

Lighting of buildings is essentially the same as in the United States.

In Nigeria, many government, commercial, industrial, schools, colleges, and universities' buildings as well as many private homes, are well equipped with very durable and beautiful furniture. Many private homes have modern appliances, such as refrigerators, gas ranges, kitchen center, clothes washers and dryers.

Many private homes are built of bricks, blocks, or solid mud. Other buildings are built of concrete blocks. Many buildings, whether they are built of bricks, blocks or solid mud, are usually cemented and painted both inside and outside walls. The walls of some of the buildings in the rural areas such as villages, are built of solid mud and roofed with either thatched grass or oil palm branches.

NAME _____.

STUDENT ACTIVITY

Unit 12

What are the similarities and the differences in the way houses are constructed in Nigeria and in the United States? If there are differences, explain briefly the major factors accounting for the differences.

FOODS OF NIGERIA

Unit 13

Subject Matter:

Some of the foods of Nigeria.

Objectives:

To teach the students about some of the foods of Nigeria.

Teaching Materials:

a) Teaching aid entitled "Some of the Foods of Nigeria."
b) Some of the different types of ingredients used in Nigerian dishes.
c) Books, newspapers, filmstrips, cassettes, and magazine cuttings that may contain a description of foods of Nigeria, and their preparations.

Teacher Preparation: The teacher must read the following notes entitled "Some of the Foods of Nigeria," taking note of:

1. The names of some of the Nigerian foods.
2. The eating habits of many Nigerians.
3. The time of the day when many Nigerians eat.

4. A description of the ingredients used in Nigerian dishes.
5. A description of the preparation of some of the foods in Nigeria.

Some of the Foods of Nigeria

The Names of Some of the Foods. Nigeria has many different kinds of foods. The names of many of the foods vary from one ethnic group to another. The foods that will be discussed here bear 'Yoruba' names. And, of course, some of the other ethnic groups may have the same names for some of the foods. Among Nigerian foods that could be mentioned are:

1. Hot pap 'ẹkọ gbigbona.' (cream of wheat consistency)
2. Cold pap 'ẹkọ tutu.' (solid cream of wheat consistency)
3. Pounded Yam 'iyan.' (Yam is a type of tuber. There are different types of yams.)
4. Yams 'iṣu.' These are of different types.
5. Yam flour food 'ọka iṣu.'
6. Cassava flour food 'fufu.' (Cassava is also a type of tuber. There are different types of cassavas.)
7. Cassava flour food 'ọka lafun.'
8. Plantain flour food 'ọka agbagba.'(Plantain looks like a big banana.)
9. Cassava cereal food 'ẹba.'
10. Beans 'ẹwa.' Different types of beans are used to make different kinds of dishes. For example, black-eyed beans are called 'ẹwa ere.'
11. Yam porridge 'aṣaro.'
12. Millet porridge. (Millet is a small grain which looks

like oats.)

13. Maize porridge 'egbo.' (Maize is corn.)
14. Ground bean cakes 'akara.'
15. Ground beans 'ọlẹlẹ.'
16. Fried yams 'dundu.'
17. Different types of Nigerian vegetables, both leafy and nonleafy, are used to make different types of soups, for example spinach (leafy), and okra (non-leafy).
18. Different types of condiments are added to soups such as: peppers 'ata,' onions 'alubọsa,' locust beans (beans from the pods of a locust tree) 'iru,' salt 'iyọ,' and others.
19. Bread and eggs, with either home made or imported beverages.
20. Different kinds of Nigerian fruits such as bananas, plantains, oranges, pawpaw, guavas, and pineapples.

Food Habits. Many Nigerians eat three times a day. In between meals some may eat groundnuts (peanuts), and fruits such as bananas and plantains. These are not counted as main foods. The three principal meals are in the morning, afternoon, and night.

Eating Time. The breakfast 'onjẹ aro,' may be taken at any time in the morning, usually between 6:00 a.m. and 10:00 a.m. The lunch 'onjẹ ọsan,' may be eaten at any time from noon to about 3:00 p.m. The supper 'onjẹ alẹ,' may be taken at any time from 8:00 p.m. on.

Many Nigerians do not have a time schedule for their meals. As a result, individuals and families have their meals at different times of the day.

In Nigeria, there is no specific food for breakfast, dinner and supper. The choice of food is left for the individual to decide. However, many people prefer hot and light food for breakfast, light or heavy food for either lunch or supper. Hot and light foods such as hot pap 'ẹkọ gbigbona,' and bread with hot coffee, stew, eggs and ovaltine, are usually taken for the breakfast. The physiological reason behind this is to wake up the body system for the day's activities. Such foods as 'ẹba,' cold pap 'ẹkọ tutu,' pounded yam 'iyan,' yam flour 'ọka isu,' cassava flour 'ọka lafun,' cassava flour 'fufu,' and 'beans,' are usually prepared for lunch or supper. Different types of vegetable soups, beef, chicken, pork, and other types of meat, usually accompany the lunch and supper. Because of their religious beliefs, many Moslems do not eat pork.

A Description of Some of the Foodstuffs.

1. Cassava cereal - 'Gari.' After peeling off the bark of the cassava tuber, the root is cut into pieces and ground with a grinder. It is fermented in cloth sacks for several days to drain out the sap. It is then sieved and the cassava flour cereal is fried. The resulting product is a "cassava cereal." Cassava cereal, known as 'gari,' in the Yoruba ethnic group, is eaten either warm or cold water added to make ordinary 'gari' food or 'ẹba.'

2. Cassava flour - 'elubọ lafun.' After peeling off the cassava bark, the root is cut into fairly big pieces, put into cold water for some days to ferment and soften, then broken into smaller pieces. These are put in the sun for a few days to dry. They are then pounded and sieved. The resulting product is 'cassava flour.' Cassava flour is used to make cassava flour food, known as 'ọka lafun.'
3. Yam flour - 'elubọ isu.' After removing the bark of yams, the yams are cut into small pieces which are then half cooked. They are dried in the sun for several days. The dried pieces are pounded in wooden mortars until they reach a powdery texture; they are then sieved. The resulting product is yam flour, which is used for a yam flour dish, known as 'ọka iṣu.'
4. Cassava flour - 'fufu.' The bark of the cassava is taken off, the root is cut into pieces, the pieces are ground with a grinder, then blended or sieved to produce a sticky liquid cassava flour used to make 'fufu.'
5. Maize flour - 'ogi.' Grains of maize are fermented for a few days, taken out and blended, pounded, and sieved to take out the shell. The product is a sticky-liquid maize flour known as 'ogi,' which is used to make either a hot pap 'ẹkọ gbigbona,' or a cold pap 'ẹkọ tutu.' Today, various types of grinding machines are used in many cities, towns, and villages of Nigeria to produce such food stuffs as cassava flour,

yam flour, and maize flour. These machines have replaced the use of traditional grinding equipment.

A Description of the Preparation of Some of the Foods.

1. Preparation of a hot pap 'ẹkọ gbigbona.' Water is boiled and the sticky-liquid maize flour put into it and stirred briskly until it is well cooked. The consistency can be adjusted by adding water.
2. Preparation of a cold pap 'ẹkọ tutu.' The preparation is the same as for hot pap, only it is made to be very sticky. It is wrapped in small quantities in cocoa leaves or banana leaves, and put into a bowl to cool. Cold pap may last for several days.
3. Preparation of 'fufu' food. The procedure is the same as for the preparation of 'hot pap'; only one uses the sticky-liquid cassava flour to make 'fufu' instead of the sticky-liquid maize flour. Another difference is that after one puts some quantity of the sticky-liquid cassava flour into the boiling water, one continues to add flour until it becomes very sticky so that it can be eaten either by hand or with a fork.
4. Preparation of Ground Beans - 'ọlẹlẹ.' Beans are put into warm water to soften. The shell is removed and the beans ground. Salt, pepper, onion, pieces of cooked eggs, dried fish, or cooked beef liver may be added to the bean paste. Red palm oil, or other type of vegetable oil, is mixed with it. Small quantities are wrapped in banana leaves, or in aluminum

foil. The wrapped beans are cooked in boiling water until thoroughly done. The resulting dish is 'ọlẹlẹ.'

Social Functions Associated with Nigerian Meals. In Nigeria, visitors, relations and friends are entertained with food whenever they come to visit. Relations and friends are also entertained with food on the occasion of a marriage or funeral ceremony. Foods are an important of social meetings, assemblies or conferences.

Religious Functions of Foods. Any time adherents of certain religions are worshipping their 'gods,' they prepare foods and invite relations and friends to come to eat and to drink. For example, pounded yam 'iyan,' is a typical food used in observing 'Yam Festival' in Nigeria.

Ritual Functions of Foods. Foods also have their ritual functions in many Nigerian communities. Such rituals may take the form of preparing foods and taking them in a container to an intersection of roads. This happens when somebody is seriously sick or if there is an epidemic of disease in the town. This is an appeal to evil spirits which are believed to have caused the sickness or epidemic, and which are believed to congregate at intersections of roads.

NAME _____.

STUDENT ACTIVITY

Unit 13

1. Are all Nigerian foods the same as all American foods?
2. What are the major differences between Americans and Nigerians regarding the following:
   a) Social, religious and ritual uses of food.
   b) Meal time.
3. Choose one of the Nigerian foods you have studied and describe its preparation.

NIGERIAN DRESS

Unit 14

Subject Matter:

Nigerian Dress

Objectives:

To teach the students about some Nigerian dress and its uses.

Teaching Materials:

a) Filmstrips, slides, video tapes, photographs and picture prints on Nigerian dress, both traditional and western ones.

b) Photographs with the following captions from the following sources:

1. Synge, Richard. Nigeria--the Land and Its People. London: Macdonald Educational, Limited, 1975.

i) "Nigerians love to dress colorfully, wearing both traditional and modern styles. Golfing umbrellas keep out the rain, ward off the sun, and, most important, attract attention. This man is also wearing a typical Yoruba-style cap" (p. 9)

ii) "Benin women at a western-style wedding show how cleverly old styles adapt to the whims of fashion" (p. 17).

iii) "Fashion that goes to the head" (p. 17).

2. Carpenter, Allen. Enchantment of Africa--NIGERIA. Chicago, Illinois: Children's Press, 1978.

i) "The Blue Market at Ibadan" (p. 82).

ii) "The colorful dresses worn by these Yoruba women might have been made from cloth purchased at the Blue Market in Ibadan" (p. 82).

iii) "This girl is a Fulani" (p. 27).

3. Latchem, Colin. Looking at NIGERIA. New York: J. B. Lippincott Company, 1975.

i) "Yoruba dress" (p. 17).

ii) "A Yoruba man," "A Hausa boy," and "A Fulani nomad" (p. 8).

4. Dunbar, Ernest. NIGERIA. New York: Franklin Watts, Inc., 1974.

i) "A Nigerian businessman dressed in a contemporary suit and tie. . ., and then in traditional dress he poses with his wife, mother-in-law, and child" (p. 25).

ii) "Beautifully ornamented Fulani milk vendors, two women and one man, carry cow's milk to market in carved calabash gourds atop their heads" (p. 54).

5. Forman, Brenda and Forman, Harrison. The Land

and People of NIGERIA. New York: J. B. Lippincott Company, 1964.

i) "Northern tribesmen in full regalia" (p. 89).

6. Schultz, John. NIGERIA in Pictures. New York: Sterling Publishing Co., Inc., 1975.

i) "A pretty Ibo girl from Ogoja wears brightly printed clothing" (P. 38).

ii) "A city woman in western dress shops in a supermarket for foods from all over the world. Similar shops can be found in other Nigerian cities" (p. 18).

iii) "A Kamberi tribesman, with a very distinctive hair-style, lives near Agwarra in North-Western State" (P. 23)

iv) "Two young girls display traditional costumes and wood carvings" (p. 41).

v) "A man of the Efik tribe displays the very distinctive traditional dress of his people" (p. 40).

vi) "Hand-weaving is an important. . . . Here a woman in East Central State weaves Akwete cloth" (p. 59).

Teacher Preparation: The teacher must read the following notes entitled "Nigerian Dress and Its Uses," taking note of:

i) The different types of Nigerian dress.

ii) Their various designs.

iii) Names of some of them.

iv) Their uses.

NIGERIAN DRESS AND ITS USES

Types of Nigerian Dress: Nigerians have different types of dress, both traditional and western ones. Some look very simple in design, others are very elaborate and gorgeous. Both have their various uses and names. The names are usually associated with the way the clothes are made. There are names for men's and women's dress. For example, in the Yoruba ethnic group of Nigeria, the names for some of the men's clothing are: 'buba' and 'soro,' 'agbada,' 'dansiki,' 'gbariye,' and 'dandogo.' The names for some of the women's dresses are: 'buba,' 'iro,' 'gele,' and 'oja.' The designs and the names of Nigerian traditional dresses vary from one ethnic group to another. Apart from their traditional dresses, many Nigerians use various types of Western clothing.

The Uses of the Clothing: Many of the simple Nigerian traditional clothes are for everyday use. The gorgeous ones are used on special occasions such as the: marriage, funeral, naming ceremonies, crowning of a chief, and other special meetings. For example, among the men's traditional clothing in Yorubaland which are for everyday use are: 'buba' and 'soro,' and 'dansiki,' which are made of inexpensive fabrics. These same styles which are made of expensive fabrics may be used on special occasions. This depends on individual choice and decision. "Agbada,' 'gbariye,' and 'dandogo' are usually worn on special occasions in Yorubaland.

Nigerian women use simple traditional dresses which are made of inexpensive fabrics for everyday use. Those that are made of expensive clothing fabrics are used on special occasions.

NAME _____.

STUDENT ACTIVITY

Unit 14

Answer "Yes" or "No" to the following:

1. a) Nigerians have various types of traditional dress. _____

   b) Some of the Nigerian traditional dress looks very simple in design, while others are elaborate and gorgeous. _____

   c) The Nigerian traditional dresses have their various names.

   d) The designs and the names of Nigerian traditional dress vary from one Nigerian ethnic group to another. _____

   e) Nigerians do not use Western types of dresses. _____

2. Name some of the occasions on which Nigerians wear their elaborate and gorgeous traditional dress.

RELIGIONS AND RELIGIOUS FESTIVALS IN NIGERIA

Unit 15

Subject Matter:

Religions and religious festivals in Nigeria.

Objectives:

To teach the students about religions and religious festivals in Nigeria.

Teaching Materials:

a) Books, magazines, newspaper cuttings, articles, photographs, slides, and filmstrips on religions and religious festivals.

b) Photographs with the following captions, from the following sources:

1. Synge, Richard. Nigeria - the Land and Its People. London: Macdonald Educational Limited, 1975.

i) "Brightly colored horsemen in the Hausa city of Katsina celebrate the Muslim Sallah festival" (p. 17).

ii) "Colorful dancers from Nigeria's Rivers State. Africans believe that dancing increases the life-force. At some festivals

dancing goes on non-stop for several days". (p. 33).

iii) "While this dancer in Benin wears the mask, he believes himself transformed into a spirit and may lapse into a trance. Onlookers sometimes also get carried away" (p. 33).

iv) "A preacher form a small Christian sect trying to find potential converts in the market place" (p. 25).

v) "A shrine in Benin in honor of different family and tribal gods. Animals are sometimes sacrificed here" (p. 25).

vi) "A blue-painted jester performs for the Emir...the influence of ancient African beliefs on Islamic practice becomes particularly apparent" (p. 24).

vii) "The large city mosque in Kano,.... On a Friday some 50,000 people crowd into and around the mosque" and "An Anglican church service identical to one in England. Some ...traditional costume" (p. 25).

viii) "Animist and spirit religions" (p. 24).

ix) "Men and women dance in their separate groups at local festivals. A ceremony in Lagos is an occasion-and an excuse- for merry-making" (p. 19).

x) "Drummers at a rehearsal for the Festival of Black and African Arts Culture held in 1975. Over 90 countries from five contin-

ents participate" (p. 18).

2. Schultz, John. NIGERIA in Pictures. New York: Sterling Publishing Co., Inc., 1975.

   i) "A heavily turbaned Emir or chief confers with Imam or Muslim leader...such as these retain a great deal of authority in modern Nigeria" (p. 30).

   ii) "The Oba or King of Benin holds title to an office whose roots are in antiquity. He still serves in a ceremonial as well as a leadership capacity" (p. 23).

   iii) "Major Muslim holidays are celebrated with great zeal in the northern States. At the Sallah festival concluding Ramadan...to salute the ruling nobility" (p. 43).

   iv) "The preservation of traditional arts and folk culture is encouraged in Arts Festivals. In the Fifth Annual Arts Festival in Benin City,...at the competition" (p. 53).

   v) "Nigerians love a spectacle. The "Igaza" masquerade using very high stilts draws amused and amazed reactions from spectators" (p. 49).

   vi) "The political and religious leader of the old Northern Region for many years was Sir Ahmadu Bello, the Sardauna of Sokoto. Along ...he was assassinated in a coup d'état in 1966" (p. 28).

   vii) "A masquerade dancer performs in South-

Eastern State. Traditional rituals... among some groups, especially in more remote areas" (p. 44).

viii) "Large Christian churches are found in all major cities. Here a large crowd...Yakubu Gowon: (p. 42).

3. Latchem, Colin. Looking at NIGERIA. New York: J.B. Lippincott Company, 1975.
   i) "The Oba of Benin at the annual Igue Festival" (p. 29).
   ii) "Friday prayers at the mosque" (p. 42).
   iii) "The Argungu Fishing Festival" (p. 55).
   iv) "The Emir of Katsina rides in state on a ceremonial occasion" (p. 11).
4. Forman, Brenda and Forman, Harrison. The Land and People of NIGERIA. New York: J.B. Lippincott Company, 1964.
   i) "Arabic is taught in Moslem schools in the north" (p. 134).
   ii) "Christianity is strongest in Nigeria's western areas" (p. 16).
   iii) "Pomp and ceremony attend the movements of a Moslem dignitary in the north" (p. 58).
   iv) "Horses are gaily caparisoned on festive occasions in the north" (p. 138).
5. Dunbar, Ernest. NIGERIA. New York: Franklin Watts, Inc., 1974.
   i) "A Yoruba priest of the Shango cult with ritual figures. Shango is the god of thun-

der..., the South-Eastern State" (p. 22).

ii) "A durbar or horsemanship show...toward the spectators where they all stop short and simultaneously fire their rifles" (p. 76).

6. Carpenter, Allan. Enchantment of Africa-NIGERIA. Chicago, Illinois: Children's Press, 1978.

i) "Music, played on a traditional instrument or as the accompaniment to an ethnic dance, is a basic and important part of Nigeria's cultural heritage" (p. 65).

ii)"The Kaleri tribesmen use masks, like this ornate one with its fierce expression, as part of their ceremonial dances" (p. 84).

Teacher Preparation: The teacher must read the following notes entitled "Religions and Religious Festivals in Nigeria" observing: a) the types of religions in Nigeria; b) the different types of Christian religious sects; c) the various types of Moslem religious sects; d) the various types of traditional religious sects; e) the religious beliefs of all of these groups; f) various forms of religious worship; and g) the various forms of religious festivals.

Religions and Religious Festivals in Nigeria

Religions:

Religions in Nigeria may be enumerated as follows: Christianity, Islam, and traditional religion. The Christian religion may be divided into two broad categories, the

Catholic, and the Protestant. The Protestant churches include the Africa, Anglican, Baptist, Church of the Lord, Christ Apostolic, Lutheran, Methodist, Salvation Army, Seraphim and the Cherubim, and Seventh Day Adventist.

The Moslem religious groups include: Narwar-Udeen, Ansar-Udeen, and in Yorubaland, the 'Akumahabi.' The names of the traditional religious groups vary from one ethnic group to another. Among them in Yorubaland are: a) the worshippers of the 'white-cloth god' (orisa alaṣọ funfun); b) the worshippers of the 'god of iron' (Ogun); and c) the worshippers of the 'god of thunder' (Ṣango).

Belief:

Adherents of all religions in Nigeria believe in the existence of only one God Almighty, even though they adopt various ways to worship Him. For example, the traditional believers approach the Superior God through their 'gods,' which are usually represented with various physical objects such as 'stones,' 'trees,' and 'carvings.'

Worship:

Like Christians in other parts of the world, Nigerian Christians worship God every Sunday. An exception to this is the Seventh Day Adventist religious group which observes Saturday as the Sabbath.

The Moslems worship 'Alah' every Friday. Every Friday

they assemble at noon for worship in the central mosque which is usually located in the center of the city. A mosque is a place of worship for Moslems, as a church is for Christians. In addition to the central mosque, the Moslems also have smaller mosques in different parts of the city. They go to these mosques five times a day to offer their daily prayers to Allah.

Many traditional believers worship gods every five days. They have different ways of worship. Some offer food at the shrines of their gods, with singing, dancing, and praying.

Festivals:

Many Christian religious sects celebrate harvest festivals, called 'ikore' in Yorubaland. They usually observe these festivals during the time of maize and yam harvest. Nigerian Christians also observe Easter Sunday, Easter Monday, Christmas Day, Boxing Day (the day following Christmas), and the New Year's Day. On every Easter Monday, the Christians go to a 'Galilee' to meet Jesus Christ. 'Galilee' is the name given to any place where Christians go on Easter Monday to worship God. There they assemble to pray, sing and have picnics. Among the Moslem festivals are Id-el-Kabir and Id-el-Fitr. The traditional believers have their own festivals too. Among these are festivals for the 'god of thunder,' and 'god of iron,' and ones celebrating the yam harvest and the masquerade ceremony.

NAME _____

STUDENT ACTIVITY

Unit 15

1. Name the three principal religions in Nigeria.
2. You have studied the names of some of the Christian churches in Nigeria. Name five of them.
3. Name two of the Moslem religious sects in Nigeria.
4. What do we call the house of worship of the Moslems?
5. How many times a day do Moslems offer prayers to Alah?
6. Mention two of the religious festivals in Nigeria.
7. Name some of the religions in the United States. How are they similar to, or different from religions in Nigeria?

EDUCATIONAL SYSTEMS OF NIGERIA

Unit 16

Subject Matter:

The educational systems of Nigeria.

Objectives:

To teach the students about the educational systems of Nigeria.

Teaching Materials:

a) Books, video tapes, photographs, slides, picture prints, post-cards, essays, papers, magazines, journals, newspaper cuttings, and filmstrips on the educational systems of Nigeria.

b) Photographs with the following captions from the following sources:

1. Schultz, John. NIGERIA in Pictures. New York: Sterling Publishing Co., Inc., 1975.

i) "Students learn qualitative analysis in the chemistry laboratory of the Advanced Teachers' College in Lagos" (p. 52).

ii) "Future school teachers study in the library of the Federal Teacher Training College in Yaba, which...with the aid of

UNESCO" (p. 51).

iii) "The University of Nigeria at Nsukka is...plan to have their own institutions of higher learning" (p. 51).

iv) "Higher education in Nigeria has produced...in vocational institution" and "A teacher gives a lesson in Yoruba,... to a boy at a school for the deaf" (p.50).

v) "These three charming students at Woman's Teachers Training College...head scarves" (p. 46).

vi) "Dr. Nandi Azikiwe, a political scientist and journalist...the first President of the Republic of Nigeria in 1961" (p.28).

vii) "These young men are studying French,... and a West African Common Market has been formed" (p. 35).

viii) "A young boy memorizes verses from the Koran...children chanting verses are a common sight" (p. 44).

2. Forman, Brenda, and Forman, Harrison. The Land and People of NIGERIA. New York: J.B. Lippincott Company, 1964.

i) "Higher education is now available to women as well as men" (p. 46).

ii) "A primary school class receives instruction under a tree in the west" (p. 66).

iii) "A mother attends an adult education class in the Western Region" (p. 67).

iv) "Entrance to the University College in Ibadan" (p. 149).

3. Synge, Richard. Nigeria-the Land and Its People. London: Macdonald Educational Limited, 1975.
   i) "Girls in a Government primary school. There is a problem of...to cope with the situation" (p. 22).
   ii) "An open-air sewing class in northern Nigeria...is not as important to a developing nation" and "This school meal is not as unappetizing as it looks. African cooking...large numbers of children" (p. 23).
   iii) "These medical students at Ibadan University...are Europeans" and "A scene at Ibadan University,...in Nigeria" (p. 23).
4. Latchem, Colin. Looking at NIGERIA. New York: J.B. Lippincott Company, 1975.
   i) "Students at the Kaduna Polytechnic" (p. 45).
   ii) "Left-A modern primary school in Lagos." "Right-A primary class taken out of doors at Kano" (p. 60).
   iii) "Science undergraduates at one of Nigeria's universities," and "Off-duty nurses at a modern teaching hospital" (p. 61).
   iv) "Tomorrow's students. Open day at Ibadan University" (p. 62).
5. Carpenter, Allan. Enchantment of Africa-NIGERIA.

Chicago, Illinois: Children's Press, 1978.

i) "In the past only boys studied the Muslim holy book...study the Koran" (p. 46).

6. Dunbar, Ernest. NIGERIA. New York: Franklin Watts, Inc., 1974.

"This student in the north is studying both Arabic and English. Opportunities for education in Nigeria vary from state to state" (p. 71).

Teacher Preparation: The teacher must read the following notes entitled "Educational Systems of Nigeria," taking note of the following:

a) The history of formal education in Nigeria.

b) Primary, secondary, and higher education systems regarding i) age of students; ii) the number of years students spend; iii) the language of instruction; iv) subjects of study; v) examinations; and vi) the Federal Government control, direction, and governance of education.

Educational Systems of Nigeria

The history of formal education in Nigeria is traceable to the efforts of the early British missionaries in Nigeria. These missionaries did not only encourage formal education, but also helped to build many mission schools such as the Baptist, Methodist, and Anglican schools. With time, the local and regional governments established many elementary and secondary schools.

Prior to 1954 most elementary and secondary schools were under the control of church missions. However, in 1954, elementary education in Nigeria became the responsibility of the regional governments. The year 1955 witnessed the implementation of a free primary education scheme for children of age 6-12 in the former Western Region of Nigeria. In 1957, Lagos and the former Eastern Region of Nigeria introduced and implemented free primary education scheme. In 1976, the Federal Government of Nigeria brought all educational systems from elementary to higher under its control and direction. The same year witnessed the implementation of Universal Primary Education scheme (U.P.E.) throughout Nigeria. Today in Nigeria, all educational systems from elementary to higher are the responsibility of the Federal Government.

Primary Education:

In Nigeria, at the age of six, a child starts his primary or elementary education. Students spend six years in the primary school, at the end of which they take their Primary School Leaving Certificate Examination. They must pass the examination before they can be eligible for admission to a secondary school. A failure in the examination means that the student must repeat the final year of primary six until he is able to pass it.

In the past, the number of years students spent in the elementary school varied from one school system to another. This varied from eight to nine years.

The language of instruction in the primary schools in

Nigeria is English. Students start to learn the English language from their first day in school. They also learn their mother tongues, but these do not serve as the media of instruction. Subjects of instruction in the primary school include the three R's, nature study, civics, history, geography, singing (music), handicraft, drawing (fine art), hygiene, gardening (agriculture), and physical education. If a pupil wants to attend a secondary school after the successful completion of his primary education, he will have to compete with other primary school leavers in an entrance examination for admission to a high school.

Secondary Education:

Some of the secondary educational institutions in Nigeria are as follows: a) high schools; b) secondary modern schools; c) vocational education centers, trade schools, technical colleges; d) the General Certificate of Education, Ordinary Level, and the Royal Society of Arts.

a. High Schools

Students spend five years in high school, at the end of which they take a final examination known as the West Africa School Certificate Examination. In high school, students may choose science or arts subjects, or a combination of both. There is a maximum number of subjects they must pass in their examination, in order for them to be qualified for a West Africa School Certificate. It is compulsory for the students to include in their subjects and

final examination English language and mathematics. They must do well in these subjects to qualify them for the high school certificates. A poor performance in the two subjects will lower their graduating rank or classification. Based upon their academic performance in their final examinations, students are classified into three categories as follows: a) first division; b) second division; and c) third division. Third division students are mediocre students. This category of students usually finds it difficult to gain admission not only to Nigerian universities, but also to Higher School Certificate (H.S.C.) institutions. Higher School Certificate is a two year academic program beyond high school. In order to gain admission they must improve upon their academic background, possibly by studying privately or attending evening classes to prepare themselves for the examinations of the General Certificate of Education (G.C.E.), Ordinary Level. The G.C.E. Ordinary Level is equivalent to a high school certificate. In the past, students spent six years in high school.

b. Secondary Modern Schools

Secondary modern schools may be classified into two categories as follows: a) basic education; and b) commercial education schools. Purely academic subjects are studied in the basic education secondary modern schools. Commercial subjects are studied in the commercial secondary modern schools. The students spend three years in the basic education secondary modern schools, and four years

in many of the commercial education secondary modern schools.

c. Technical Schools, Vocational and Trade Centers

Technical schools, trade centers, and vocational education centers, are also a form of high school education. They are so called because of the nature of subjects they offer, that is technical disciplines. Such subjects include carpentry, plumbing, bricklaying, joinery, building construction, etc. The students spend four to five years in these schools. At the end of their courses, they take a final examination which they must pass to qualify them for the award of certificates.

d. General Certificate of Education, Ordinary Level and Royal Society of Arts

The General Certificate of Education, Ordinary Level, and the Royal Society of Arts, stages I to III, are examples of other forms of secondary education in Nigeria. The Royal Society of Arts, Stage II, is high school equivalency and Stage III is junior college level. Students adopt various ways to qualify for the examinations given for the award of these certificates. They may study privately through a correspondence school or college, attend day or evening classes in the school and colleges preparing students for such examinations. The Rapid Results College and Wosley Hall Correspondence College in London, England, are very popular with Nigerian students.

In all secondary educational institutions in Nigeria,

there is no automoatic promotion. Students must pass the final examinations of one class, before they can be promoted to another class.

Higher Education

Higher educational institutions in Nigeria may be categorized as follows: a) Higher School Certificate which is equivalent to the General Certificate of Education, Advanced Level; b) College of Arts, Science and Technology; c) Polytechnics; d) Grade Two Teachers Training Colleges; e) Advanced Teachers Training Colleges; and f) universities.

There are various ways by which a student can advance to higher education in Nigeria. It depends on the adequacy of his secondary educational background. Usually, a high school certificate, or its equivalent, is required.

Higher School Certificate education is of two years duration beyond high school. It is a preparatory course of study for university education. It is equivalent to the General Certificate of Education, Advanced Level. On successful completion of a Higher School Certificate, a student may advance to the university to study for three years for an honors bachelor's degree course in his choice of discipline.

Those who have the General Certificate of Education, Advanced Level, also spend three years at the university for their bachelor's degree. If one enters the university in Nigeria with a high school dimploma, he will have to spend four years for his bachelor's degree.

Admission into teachers training colleges in Nigeria requires various academic and professional prerequisites depending on the status of the training college. The number of years one spends in the teachers training college ranges from one to three years. There are grade two teachers training colleges which offer Grade Two Teachers' Certificate courses while others offer Grade One Teachers' Certificate courses and Nigerian Certificate of Education (N.C.E.) courses. N.C.E. is a three year teachers' course beyond high school, or teachers' grade two certificate.

University education is well revered in Nigeria, because the admission policy is very strict. For example, a high school graduate who wants to advance to a university education will have to go through a recruiting and competitive examination known as the "Concessional Examination." This examination is usually very difficult to pass.

The number of years for a bachelor's degree course in Nigerian universities varies from three to five years, depending on the degree program and the student's entry status. While a liberal arts or science student may spend three to four years for a bachelor's degree (B.A. or B.Sc.); a Bachelor of Medicine student may spend five or six years. For example, he spends three to four years on his B.Sc. program, which is compulsory for him to earn first, before he proceeds to another two years for the Bachelor of Medicine (M.B.) degree.

Many Nigerian universities adopt the subject system of British universities instead of the course system of American universities. For example, an undergraduate usually studies

three subjects in the first year, drops one at the end of that year, and continues with the remaining two subjects in the second and third years for a combined honors bachelor's degree. For a single or a special honors bachelor's degree, he drops one subject at the end of the second year, and studies the remaining one subject in the third year. A student must pass the rigorous degree examinations in May or June of every year before he can go on to the next year. A student who performs very poorly on the examinations will be asked to withdraw from the university. A student who fails one of the three subjects will be asked to rewrite the papers in which he failed during the summer vacation. If he fails the repeat examination, he may be asked to repeat the year, or withdraw, depending on his level of performance.

Graduating students for the bachelor's degree are usually ranked or classified into special categories depending on the level of their overall performance for the second and third years. The classification is: a) first class honors, b) second class upper honors, c) second class lower honors, d) third class honors, and e) pass degrees. The "pass degree" classification automatically drops a graduating student from the "honors" category. The first class and second class lower honors graduates are good candidates for graduate school. The third class and pass degree graduates may find it difficult to go on to graduate school.

Today, the Federal Government of Nigeria gives priority to education at all levels, from elementary through university. This commitment to education is reflected in the 1978 Federal udget which allocates 11.5% to education.

This complex educational system is producing the needed manpower for the country, except in areas of advanced technology. To meet these needs, Nigerians are seeking advanced degrees in such countries as the United States, West Germany, and the Soviet Union.

NAME _____ _____

STUDENT ACTIVITY

Unit 16

1. At what age do children start attending primary (elementary) school in Nigeria?
2. How many years do students spend for their primary education in Nigeria?
3. What is the language of instruction in the primary school in Nigeria?
4. At what age do students start attending secondary school (high school) in Nigeria?
5. Name three types of secondary educational institutions in Nigeria.
6. How many years do students spend for their high school education in Nigeria?
7. What is the language of instruction in the high school in Nigeria?
8. Answer "Yes" or "No" to the following statements.
   a) In Nigeria, if a student wants to attend a secondary school (high school) after the successful completion of his primary education, he will have to compete with other primary school leavers in an entrance examination for admission to a high school. _____
   b) In high schools in Nigeria, there is no automatic promotion from one class to another. _____
   c) There are no teachers training colleges in Nigeria. _____
   d) English is the language of instruction in all

educational institutions in Nigeria. _____ _

e) Today, in Nigeria, primary education is universal.

_____ _____

THE PRESENT SYSTEM OF GOVERNMENT IN NIGERIA

Unit 17

Subject Matter:

The present system of government in Nigeria.

Objectives:

To teach the students about the present system of government in Nigeria.

Teaching Materials:

Photographs, articles, newspapers, books, magazines, journals, slides, picture prints, videotapes, and filmstrips dealing with the present system of government in Nigeria.

Teacher Preparation: The teacher must read the following notes entitled "The System of Government in Nigeria" taking note of:

1. The period of British colonialism in Nigeria.
2. The year of Nigerian independence.
3. The year Nigeria became a republic.
4. The first president of the Federal Republic of Nigeria.

5. The first federal prime minister of Nigeria.
6. The military coup d'etat of January, 1966, and its aftermath.
7. The division of Nigeria into 12 states in 1967.
8. The redivision of Nigeria into 19 states.
9. The machinery of government.
10. The Federal Constituent Assembly.
11. The proposal for return to civilian rule by October, 1979.

The Present System of Government in Nigeria

After a long period of British colonial rule in Nigeria, Nigeria became an independent nation on October 1, 1960. In 1961, it became a republic.

The Honorable Dr. Nnamdi Azikwe was the first President of the Federal Republic of Nigeria, and the late Alhaji Sir Abubakar Tafawa Balewa, was Nigeria's first Federal Prime Minister.

After a few years of governmental unrest and civil disturbances after independence, Nigeria gave way to a succesful military coup d'état on January 15, 1966, during which the following eminent Nigerians were killed: a) Chief S.L. Akintola, the Premier of Western Region of Nigeria; b) Sir Ahmadu Bello, the Premier of Northern Region of Nigeria; c) Alhaji Sir Abubakar Tafawa Balewa, the Federal Prime Minister; d) Chief Festus Okotie Eboh, the Federal Minister of Finance; e) Lieutenant-Colonel Jack Pam, the Adjutant-General of the Army; and f) some military officers.

There were some successful and abortive military coups after the one of January, 1966. At the time of these coups, Major General Aguyi Ironsi, Head of the Federal Military Government, was killed; Colonel Adekunle Fajuyi, the Military Governor of the Western State of Nigeria, was also killed; Major General Yakubu Gowon, the Head of the Federal Military Government, was overthrown; and General Murtala Ramat Mohammed, the Head of the Federal Military Government after Gowon, was killed in February, 1976.

On May 29, 1967, the Federal Republic of Nigeria was divided into 12 States, and recently it was redivided into 19 states. This policy was adopted because some of the former states were too large to administer effectively and efficiently.

The present structure of government is as follows: a) the Supreme Military Council, which is the highest organ of State; b) the National Council of States; and c) the Federal Executive Council. The Supreme Military Council determines and executes policy. The National Council of States is advisory, and the Federal Executive Council serves as the cabinet. The present Head of State is Lt. General Olusegun Obasanjo, who is the Head of the Federal Military Government and Commander-in-Chief of the Armed Forces.

A Federal Constituent Assembly is now in operation, which is scrutinizing the "Draft Constitution," for use by the civilian government that may be formed in October, 1979.

NIGERIAN JUDICIAL SYSTEM

Unit 18

Subject Matter:

The Nigerian Judicial System.

Objectives:

To teach the students about the Nigerian judicial system.

Teaching Materials:

Photographs, articles, books, magazines, newspapers, bulletins, journals, picture prints, slides, videotapes and filmstrips relating to the present Nigerian judicial system.

Teaching Preparation: The teacher must read the following notes on "Nigerian Judicial System," observing:

1. The family judicial system, whereby disputes arising among members of an extended family system are settled by the elders of that family;
2. The customary judicial system (laws and courts);

These laws are unwritten. They are embedded in tradition and vary from one state to another, and from one ethnic group to another. Customary courts are local courts which settle local disputes relating to such matters as land tenure, marriages, chieftaincy, inheritance, family problems, marriages, and divorces.

3. Sharia Court of Appeal and the Court of Resolution in the northern states of Nigeria.
4. The Alkali Courts.
5. The Magistrate Courts.
6. The High Courts.
7. The Federal Court of Appeal.
8. The Federal Supreme Court.

Nigerian Judicial System

The Nigerian judicial system may be described as follows:

Traditional Methods of Settling Disputes:

Before the introduction of the British judicial system, Nigerians had various methods of settling disputes among themselves as amiably and amicably as possible. Today, these methods of settling disputes continue in many parts of Nigeria. For example: a) chosen family members of the wife and the husband settle disputes between the wife and the husband; b) the head of a nuclear family settles disputes among the

members of that family; c) the most elderly head of an extended family system settles disputes among members of that system; d) the head of a traditional compound settles disputes among members of his compound; e) the chief or king of a town, city, or village settles disputes among members of his town, city or village. Matters are taken to a court of law as a last resort after all efforts of the family members to see to the settlement fail. There are no written laws by which disputes are examined and judged. In most cases, the elders use common sense, precedents, and personal appeals to settle disputes. This procedure is a part of the customary judicial system.

The Customary Courts:

These courts are customary local courts. They follow customs and traditions to administer justice. Customary laws are unwritten, and they vary from one state and ethnic group to another. In many customary courts, the head, chief, or king of a town, city, or village presides over judgement with the help of his sub-chiefs as legal advisers. These courts usually have well educated people serving as recording secretaries of the court proceedings. Locally, these courts hear disputes relating to: family problems, divorces, inheritance, land tenure, marriage problems, and chieftaincy. It must be noted here that even though their laws are unwritten ones, their judgements have the force and and power of law, and as a result they are legal. Appeals can go from these courts to the magistrate courts. Customary

courts are located in most of the states, excepting the northern states of Nigeria where there are Sharia Courts of Appeal and the Court of Resolution. There are also in the northern states Alkali Courts, which are Moslem courts administering Moslem laws, which have been codified under a penal code.

Magistrate Courts:

These are above the customary courts in legal status. Appeal cases may come before them for hearing from the customary courts. They have written laws to guide them in the performance of their legal duties. They are established throughout Nigeria. Appeal cases may go from these courts to the High Courts.

High Courts:

These are above the magistrate courts in legal status. They are established in most of the states of Nigeria and are presided over by a Chief Justice. Appeals may be made from these courts to the Federal Court of Appeal.

The Federal Court of Appeal:

This court was established in February, 1977, to serve as an intermediary between the high courts and the Federal Supreme Court. It hears appeal cases which come before it from the High Courts.

The Federal Supreme Court:

This is Nigeria's highest court. It is composed of the

Chief Justice of the Federation who presides over judgement, the Chief Justice of each state, and not less that three Federal Judges. Its main function is to hear appeals from the High Courts or from a tribunal established by the Nigerian Government.

Many of the universities in Nigeria offer law degrees. Invariably, well established and experienced lawyers are appointed as judges and chief justices of Nigerian courts.

NIGERIAN COMMERCE AND INDUSTRY

Unit 19

Subject Matter:

Nigerian commerce and industry.

Objectives:

To teach the students about the Nigerian commerce and industry.

Teaching Materials:

a) Photographs, articles, books, magazines, newspapers, journals, picture prints, slides, video tapes, post-cards and filmstrips relating to Nigerian commerce and industry.

b) Nigerian - American Economic Relations, 1978. Embassy of Nigeria, Washington, D.C.

Teacher Preparation: The teacher must prepare himself as follows before his presentation of the lesson to the students.

a) Go through the recommended materials on Nigerian economy.

b) The teacher must look for the following in his reading of the teaching materials.

1. Industries, factories and companies in Nigeria such as:

Petroleum oil and gas
Agriculture
Mining
Fishing
Small scale industries and companies
Food
Sugar
Beer and soft drinks
Coal
Housing
Automobile
Nigerian National Shipping Line
Glass and bottle manufacturing
Transportation
Iron and steel
Canned food
Metal containers
Textiles
Assemblies of motor vehicles
Radio equipment
Sewing machines
Advertising
Banking
Construction
Consulting
Insurance
Pharmaceuticals and cosmetics
Processing and manufacturing
Telecommunications and power
Soap
Cigarettes
Margarine
Groundnut oil
Meat and cake
Concentrated fruit juices
Cement and ceramic
Bicycles
Electrical goods

2. Nigeria's exports to the other countries, especially the United States. Some of the major exports are as follows:

Crude petroleum oil (which dominates Nigeria's exports to the United States, accounting for

about 98% of total exports to the U.S.)

Cocoa beans	Tin metal
Sheep and goat skin	Hides and skins
Ginger	Palm kernels
Coffee	Palm oil
Palm kernel oil	Rubber
Timber and plywood	Groundnuts
Cotton	

3. The major export items to Nigeria by other countries, especially the United States. Some of them are as follows:

Machinery	Oils and fats
Transport equipment	Rice
Iron and steel sheets	Sugar
Food grains	Milk
Beverages	Beer and stout
Tobacco	Non-alcoholic drinks
Communication equipment	Other miscellaneous
Chemical goods	manufactured goods

4. The past roles of the U.S.A.I.D. in the economic development of Nigeria.

NIGERIAN CURRENCY

Unit 20

Subject Matter:

Nigerian currency

Objectives:

To teach the students about Nigerian currency.

Teaching Materials:

Nigerian currency notes and coins in the following denominations.

Currency Notes: ₦ 20.00, ₦10.00, ₦5.00, and ₦1.00, and 50K

Coins: 25K, 10K, 5K, 1K, and ½K.

Teacher Preparation: Teacher must read the following notes entitled "Nigerian Currency" observing:

a) The names of Nigerian currency.

b) The monetary units of Nigerian currency.

c) How to convert Nigerian currency into American currency.

Nigerian Currency

The basic unit of Nigerian currency is known as "Naira." Naira stands for both the singular and the plural noun. As

a result, there is no such thing as "Nairas." The monetary symbol for "Naira" is ₦.

A naira is divided into 100 kobo. The monetary symbol for kobo is k. Nigeria has currency notes in circulation in the various monetary denominations of: ₦20.00, ₦10.00, ₦5.00, and ₦1.00. There are coins in circulation in the denominations of: 25k, 10k, 5k, 1k, and ½k.

The monetary value of the naira in relation to the dollar, fluctuates from time to time with the rate of foreign exchange in the world monetary market. Today, July 20, 1978, the rate of foreign exchange is ₦1.00 for $1.65. By using this rate of foreign exchange 1k (one kobo) will be 1.65¢. In monetary value, the naira is worth more than the American dollar.

Some approximate prices of cars in Nigeria are:

Volkswagen beetle - ₦3,235

Datsun 120B A/C Sedan - ₦5,885

Peugot 404 Sedan - ₦5,010.

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